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ABSTRACT

The six teacher's guides, emphasizing career education and its infusion into existing curriculum, are for the following units of instruction and suggested grade levels: go metrics, 5-7; where does all our money go?, 6-7; let's go--travel, 6-8; life style and the Hudson River Valley, 7; economic awareness, 8; and the rise of American business, 8. Each unit is organized under several strategies and major aims, subdivided into categories of objectives, concepts, suggested activities, resources, and evaluation procedures. Most units conclude with a bibliography of additional resource materials. Material in the units is intended to be flexible and easily adapted to the interests and needs of pupils in the class. (Author/NH)

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CAREER EDUCATION TEACHER'S GUIDE

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CAREER EDUCATION TEACHER'S GUIDE

Grades 5-6-7

GO METRICS!

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1974

Rockland County Career Education Program
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PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Andrew Blitzer - Nanuet
Sandra Margot - Nanuet
Joseph Sciortino - Haverstraw-Stony Point

INTRODUCTION

This unit is designed to aid the student in understanding the significance of the Metric System and how it relates to the world of work. Through a simple understanding of the basic units of Metric measurement (eg. litermeter and gram) the student will be able to apply this knowledge.

A fundemental understanding of the Metric System is required of the teacher. Therefore, we include in the following,a chart showing the relationships of the prefixes of the Metric System and definitions of its three basic units.

To facilitate teacher preparation, materials may be secured from the Metric Information Office, National Bureau of Standards, Washington, D.C. 20234. An English Metric converter may be obtained free of charge from Union Carbide Corporation, Educational Aids Department, P.O. Box 363, Tuxedo, N.Y. 10987. An effort should be made to obtain accurate measuring devices, (eg. a meter stick, a liter jar, and a gram scale.)

This unit assumes the previous teaching of basic Metric facts. The strategies deal with the logical progression of activities designed to satisfy the major aim. Please read the entire unit before attempting to implement it. Special emphasis should be afforded to the final activity in that the classroom must become a workshop for students to actively participate in their proposed projects. The teacher must supply the necessary materials required.

We suggest the length of the unit be two weeks.

STRATEGY NUMBER 1

NAME OF UNIT Go Metrics! GRADE/SUBJECT 5-6-7

MAJOR AIM To develop an understanding of the three Metric units of measurement.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to make a metric ruler and a liter container and to recognize that various objects represent gram measurements.	Students need metric tools to work with.	(1) Each student will make a Metric ruler. This could be made with cardboard or oaktag. Students should mark off centimeters and decimeters. (2) Each student will obtain a cardboard quart container. When it is opened up from the top it will be a liter container. Teacher should have students pour 1 liter of water into their containers and mark off 1 liter. (3) The teacher will distribute one paper clip to each student to be used as a gram. Discuss that: 1. One penny weighs 3 grams. 2. One aspirin weighs ½ gram. 3. One nickel weighs 5 grams 4. One paper clip weighs 1 gram. Weigh these items and make a chart showing the relationship.	Beginner's Metric System Milton Bradley Co. #7654

EVALUATION PROCEDURE: Teacher will check Metric tools of students.

METRIC INFORMATION

CHART FOR CONVERSION:

Kilo (1,000 x larger)
Hecto (100 x larger)
Deka (10 x larger)
Meter-Liter-Gram
Deci (10 x smaller)
Centi (100 x smaller
Milli (1,000 x smaller)

For conversion: An upward movement would require <u>division</u> by the power of ten x number of spaces moved. (eg. when changing from 1,000 meters to kilometers $(1{,}000 \div 10^3$ = number of kilometers
10x10x10 or 1)

A downward movement would require <u>multiplication</u> by the power of 10 x number of spaces moved. (eg. when changing from 12 dekameters to centimeters, multiply.) 12 dkm. x 10^3 = 12,000 cm.
10x10x10

Decimal Numeration System Place Name	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
Metric Unit	Kilometer	Hectometer	Dekameter	METER (Basic Unit)	Decimeter	Centimeter	Millimeter
Interrelations, Metric Units of Length	1000 meters 100 dekameters 10 hectometers	100 meters 10 dekameters	10 meters	1 meter	$\frac{1}{10}$ meter	$\frac{1}{100}$ meter $\frac{1}{10}$ decimeter	$\frac{1}{1000}$ meter $\frac{1}{100}$ decimeter $\frac{1}{10}$ centimeter

Meter: The basic Metric unit for measuring length is the meter. A meter is approximately 3¾ inches longer than a yard. The table below shows the use of the Metric prefixes in the decimal numeration system. The table reads from left to right in decreasing order with the basic Metric unit shown at the center.

Liter: To measure liquid (liquid capacity), the Metric system uses the basic unit called a liter. A liter is a little larger than 1 quart. It requires approximately $1\frac{1}{10}$ quarts to make 1 liter. Through the use of the prefixes, one can make a table of Metric units of liquid capacity similar to the table for length.

Gram: The gram is the basic Metric unit used for measuring weight. It requires approximately 28½ grams to make 1 ounce. Through the use of the accepted prefixes, a table of Metric units of weight can be made similar to the one shown above for length.

STRATEGY NUMBER 11

NAME OF UNIT Go Metrics! GRADE/SUBJECT 5-6-7

MAJOR AIM To develop an understanding ot the three Metric units of measurement.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to identify through class discussion the uses for the three Metric units of measurement.	The meter is the basic unit for linear measurement, the gram is the unit used for weight, and the liter is the unit used for volume.	(1) The teacher will discuss with the class the three kinds of Metric measurement and their uses. (2) To develop the concept ask the following questions: 1. I want to fill the fish tank, what Metric tool should I use? 2. We need new shades for the classroom, what should we use to measure the windows? 3. What unit of measurement would be used to weigh a gerbil?	

EVALUATION PROCEDURE: Let the abbreviations l, m, and g, represent liter, meter, and gram. Have students place the correct letter next to each item to be measured (answers are provided in parenthesis for teacher.)

1. size of shoe (m)
2. weight of a book (g)
3. bowl of sugar (g) or (l)
4. size of a ring (m)
5. pencil length (m)
6. bottle of soda (l)
7. package of bologna (g)
8. tank of gasoline (l)
9. gravel for aquarium (l) or (g)
10. carpeting (m)

*Bonus: Topsoil-Research to find out methods of buying.

STRATEGY NUMBER III

NAME OF UNIT Go Metrics! GRADE/SUBJECT 5-6-7

MAJOR AIM To indicate to students that occupations employ various forms of measurement.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to list occupations that use measurement. (linear, weight, and volume)	Occupations make use of various forms of measurement.	(1) A ditto should be prepared with three columns labeled; linear, weight, and volume. The Metric symbols (l, m, and g) can also be placed in the appropriate column. (2) This activity is centered around a game "21 Metric Magicians." Rules: 1. Each student will list 7 occupations under each heading that could use the form of metric measurement indicated. 2. This should be done individually. 3. No occupations should be repeated. 4. First student with 21 wins. (3) Teacher should produce a master list showing all the occupations from "21 Metric Magicians," use bulletin board, overhead projector, or poster paper.	Ditto Bulletin board, or overhead projector, or poster paper

EVALUATION PROCEDURE: Since evaluation does not always have to be summative or product evaluation, we recommend that this activity be considered formative evaluation leading to the strategies that follow.

STRATEGY NUMBER IV

NAME OF UNIT Go Metrics! GRADE/SUBJECT 5-6-7

MAJOR AIM To understand the affect of change-over to the Metric system on occupations.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to propose a developmental plan for a project that relates Metrics to the world of work.	Occupations make use of various forms of measurement.	(1) Make the statement, "Suppose we read in the newspaper that the U.S. is going entirely to the Metric System in six months." (2) From the chart or transparency produced in strategy III, the students will make a plan covering: (a) Choose an occupation (b) Show how measurement is used. (c) Indicate the measurement tools that are used (d) Show how it would change with Metric measurement. (e) Name one activity you will do to demonstrate the change over. (f) What materials will you need? (g) How much time will you need to complete the project?	11

EVALUATION PROCEDURE: Collect each student's plan, check for: feasibility of activity, accurate concepts, (where possible, assign students to work in teams of 2 or 3.) Where student proposals are not acceptable, the teacher should assign an appropriate activity. Some activities are attached.

Suggested Activities: Go Metrics!

Occupation	Activity
1. School Nurse	Find weight and/or height of class
2. Gas Attendant	Construct cardboard gas pump with liter marking
3. Car Designer	New speedometer and odometer in KPH
4. Librarian	Prepare a bibliography of materials available in media center on Metric System
5. Sign Maker for Highway Department	Make new speed limit signs (KPH), and distance markers
6. Butcher	New price list of meats
7. Delicatessen Operator	New price list for cold-cuts and salads
8. Cosmetic Manufacturer	Design new labels and containers

STRATEGY NUMBER V

NAME OF UNIT Go Metrics GRADE/SUBJECT 5-6-7

MAJOR AIM To understand and experience the effect of the change-over to the Metric System on occupations.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to produce the project chosen in Strategy IV.	Direct experience with the use of the Metric System provides for better understanding.	(1) Each student will work on his project. (2) Some students may need to do research work. (3) Teacher will provide materials to be used around the classroom. (e.g. cardboard, markers, wood, hammer, nails, paints)	

EVALUATION PROCEDURE: The students will present their final projects to the class and teacher for evaluation.

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Films:

Learning About Metric Measure. BOCES Film Library 00872

Meter, Liter and Gram. BOCES Film Library 00303

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CAREER EDUCATION TEACHER'S GUIDE

Grades 6 - 7

WHERE DOES ALL OUR MONEY GO?

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1974

Rockland County Career Education Program
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PREFACE

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Sandra Margot - Nanuet
Joseph Sciortino - Haverstraw-Stony Point

INTRODUCTION

The major aims of this unit are for the students to better understand the various modes of money utilization, attitudes surrounding money and the decision making processes in money managing.

This unit is interdisciplinary in mathematics and language arts. It is designed to allow the students to investigate various budgeting procedures. It includes simulated personal budgets and an interview with an adult in regard to attitudes about money. There are decision making activities wherein the student will look at alternatives of money managing and the disadvantages and advantages that result from their choices. The culminating activity is the writing of short plays that deal with various concepts presented in the unit.

We recommend the use of 16 mm. film, 00777 (BOCES Film Library), "Economics: Money," as an introductory activity. We suggest an allotment of two weeks for completion of this unit. The unit should be examined thoroughly prior to implementation.

STRATEGY NUMBER 1

NAME OF UNIT Where Does All Our MOney Go? GRADE/SUBJECT 6 - 7

MAJOR AIM To develop an awareness of the utilization of money by students.

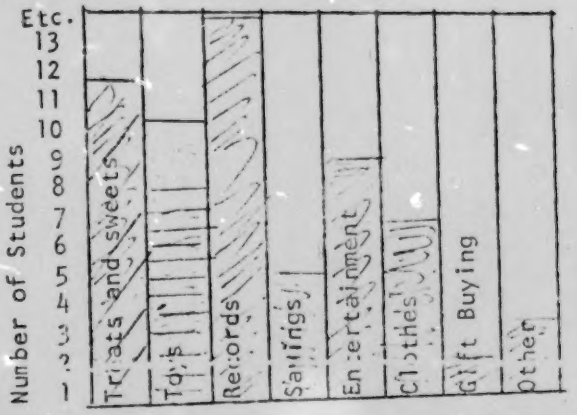
OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1. Each student will be able to produce a simulated budget based on their own income. 2. Each student will be able to develop categories which indicate his/her spending. 3. Each student will be able to value how they would spend additional income.	Recognition of the use of money is needed for money managing.	(1) A brainstorming session to discuss how much money students receive, their sources of income and how they spend their money. (2) Students will develop a budget sheet which will include source of income amount, how spent. (3) Student will complete a simulated budget sheet to be submitted to the teacher. (4) After completion of budget sheet present the students with the following question: Suppose you received a $50 windfall, how would you incorporate it into your budget? Simulated Weekly Budget Sheet - Source: Check one or more. (a) Allowance (b) Salary from job (c) Other Total amount of income $4.50 Spending: Treats and sweets $1.50 Toys 0 Records 0 Savings 1.00 Entertainment 1.50 Clothes 0 Gifts .50 Other 0 $4.50 Does your total spent equal your total amount of income? ( ) yes ( ) no	Any audio visual equipment the teacher needs

EVALUATION PROCEDURE: The student submits a budget sheet to teacher. This information should be collated for follow up lesson on graphing class results. Teacher may want to make a chart or a ditto showing the number of students spending money in each area. Eg. Candy 20 students
Savings 4 " etc.

STRATEGY NUMBER 11

NAME OF UNIT Where Does All Our Money Go? GRADE/SUBJECT 6 - 7

MAJOR AIM To develop an awareness of the utilization of money by students.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to construct a money management graph from the budget sheets data and discuss the results.	Recognition of the use of money is needed for money managing.	(1) Apply the evaluation results from Strategy I to a group endeavor at constructing a graph. (2) Construction of the graph could be individual with each student producing a graph, whole class with one large graph, or in a small group instruction. (See sample graph below) (3) The class discussion will include and point out the different ways students could spend their money. 	Any audio-visual equipment needed. Sample money managir graph.

EVALUATION PROCEDURE: The teacher will check each student's individual graph for accuracy of results.

STRATEGY NUMBER III

NAME OF UNIT Where Does All Our Money Go? GRADE/SUBJECT 6 - 7

MAJOR AIM To develop an awareness of the attitudes surrounding money by adults.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to conduct an interview with an employed adult to determine attitudes concerning money management.	Recognition that divergent attitudes of money management exist.	(1) The questions needed for interview should be developed through a brainstorming session. (2) Teacher may want to distribute forms to be used for interview as soon as possible after development. (3) Students will conduct an interview with adult, and keep written record of information, and submit. Sample interview sheet: ( ) Male ( ) Female 1. How would you feel if you were asked how much money you make? 2. How do you feel about the prospects of saving ¼ your pay check? 3. How do you feel about spending 1/3 of income for housing? (If you do.) 4. How do you feel about paying for your vacation with Master Charge? 5. How do you feel about buying things on credit? 6. How do you feel about buying a large purchase with cash (eg. car)? 7. How do you feel about your income in your present occupation? 8. How do you feel about your spouse working? 9. How do you feel about spending more money for quality purchases? 10. How do you feel about your present standard of living?	

EVALUATION PROCEDURE: After students submit interview sheets a tally should be made of the data and discussed with the students. You might code responses, or have students code responses, as follows: (+) = positive, (-)= negative, (n)= Neutral. Example: How would you feel when asked how much money you make?

STRATEGY NUMBER IV

NAME OF UNIT Where Does All Our Money Go? GRADE/SUBJECT 6 - 7

MAJOR AIM To develope an awareness of the attitudes concerning money.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to dramatize various situations that might result from adult interviews.	Individuals have different attitudes concerning money.	The teacher will present each situation to the class and select student to role play. Situation #1 Margie has been given an assignment for math class, to interview her parents to obtain information about the family budget. Her mother and father are not very cooperative. They really don't want to give out personal information. Margie tries to convince her parents of the importance of the assignment. Situation #2 Loren has an assignment to interview her parents concerning their family budget. Her parents are very cooperative and comment on the importance of money management. Situation #3 Ryan has an assignment to interview his parents concerning their family budget. Ryan's parents don't have a written budget. They have a difficult time talking about money and argue about their money spending.	

EVALUATION PROCEDURE: This activity itself is evaluative.

STRATEGY NUMBER V

NAME OF UNIT Where Does All Our Money Go? GRADE/SUBJECT 6 - 7

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives and taking steps to implement the course.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to formulate solutions for each situation presented and dramatize the processes involved in coming to his conclusion.	Decision making is an important aspect of money management.	(1) The teacher will divide the class into groups for the purpose of discussing and finding solutions for each of the three situations listed below. Each group will discuss all three situations. Situation #1 David wants to buy a birthday present for his mother. Her birthday is in 4 weeks. His allowance is $4.00 a week. The cost of the gift is $8.00. Propose a budget by which David can effectively save for his mother's gift. Be sure to include treats & sweets, toys, records, savings, entertainment, clothes, gifts. Situation #2 Mr. Smith received his salary of $2,000 for the summer. From this income he must pay all his expenses for July and August. Some of these expenses would include mortgage, taxes, utilities, automobile, food, clothing insurance and medical. After paying these bills from previous savings he has $500. Mr. Smith is faced with a financial problem. He has promised to take his wife and daughter on a vacation, however, he needs a new car. It will be difficult to do both. If you were Mr. Smith how would solve the problem? Situation #3 Kathy wants to go to a trip in September with her Spanish class to Puerto Rico. The cost of the trip is $250. She needs a summer job. She has two choices: camp counselor at $30/week for 8 weeks, or a clerk in a dry cleaner's shop $50/week. List and discuss the advantages and disadvantages of each job; help her make decision.	23

EVALUATION PROCEDURE:

Each group should submit to teacher on a 3 x 5 the solution for each situation and reasons for choice. (2 or 3 sentences)

Each group will list the advantages and disadvantages for each situation on the back of each 3 x 5.

STRATEGY NUMBER VI

NAME OF UNIT Where Does All Our Money Go? GRADE/SUBJECT 6 - 7

MAJOR AIM To integrate the knowledge acquired in the form of a dramatization

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to write a short play reflecting attitudes and styles related to management of money.	Individuals have different values and attitudes concerning money.	(1) Class should be divided into small groups for purpose of writing a short play. (2) This dramatization should be based on the ideas presented in this unit. eg. a. a $50 windfall b. Allowances c. Any situation from strategies IV or V d. Two friends find $20.00 (3) Students will supply any props they need. (4) Students will perform the play for the class (5) Attached is a sample play for teacher to read in in class. Student committees should democratically decide on who should act as actors, propman, director, skit writer, etc. It is suggested that about six students work on each committee.	

EVALUATION PROCEDURE: On a 3 x 5 card each student should state in 2 or 3 sentences the main theme of the play worked on and show how it goes along with the unit.

Bargaintown Dropouts

(*Jeff, walking along a sidewalk, passes the home of his friend, Mort. Mort rushes from the house.*)

MORT: Wait up, Jeff. Whereya going?

JEFF (*waiting*): To Kloop's Bargaintown. I just got my allowance.

MORT: I just got mine too. Whatta ya gonna get?

JEFF: I dunno. Whatta YOU gonna get?

MORT: Candy, I guess. Maybe some cookies. You got any ideas?

JEFF: Maybe we could get some comic books. Or some of those "funny patches" to stick on our jeans. Or something.

MORT: Yeah—or something.

(*The two boys walk together, not saying anything for a minute or two. Then . . .*)

JEFF: It's a funny thing, Mort. I can't think of anything I really want. That is, that I can get with my allowance. There are a lot of things that cost more than I've got that I'd like to have, though.

MORT: I know what you mean. It's the same with me. Like I'd like to have a minibike or a snowmobile or a tape recorder, but I don't have enough money.

JEFF: Yeah—we get enough for stuff like cones and sodas and candy and little stuff like that, but not enough for big important stuff.

MORT: We oughta get more allowance.

JEFF: We oughta, all right.

MORT: How do we get more allowance?

JEFF: I dunno. How do you think we get more allowance?

MORT: I dunno.

JEFF: Maybe we could ask for more.

MORT: I don't think my Dad will give me any more. He says I just fritter my allowance away—whatever that means. What does *fritter* mean, Jeff?

JEFF: I dunno. But if you do it with your allowance, you oughta know what it means.

MORT: We have corn fritters to eat, sometimes, at our house, but they don't have anything to do with my allowance.

JEFF: How do you get corn fritters?

MORT: My mother makes them.

JEFF: How does your mother make them?

MORT: She sort of fries gobs of stuff in deep fat.

JEFF: Maybe when you're frittering your allowance, you fry it in deep fat!

MORT: Fun-nee, FUN-NEE!

(*The boys walk on, not speaking for a short time.*)

MORT: I've been thinking, Jeff.

JEFF: I though you were doing something strange!

MORT: All right, Wiseroo! You wanna know what I'm thinking, or doncha?

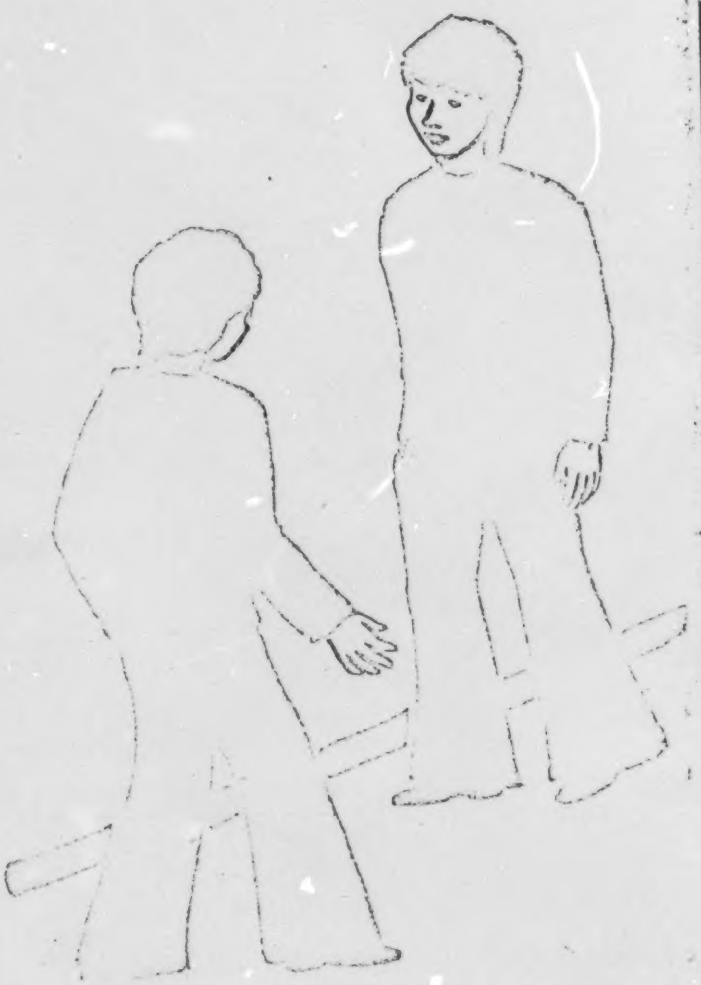
JEFF: No. What?

MORT: What I'm thinking is—we could strike for more allowance.

Bargaintown Dropouts

continued

JEFF: I don't think that would work. When people strike, they quit working or quit doing something else. What'll we quit doing if we strike?
MORT: I dunno. Maybe we could think of something. We could—like, quit eating.
JEFF: We could—like, quit breathing too. D'you have any more bright ideas?
MORT: All right, Superbrain! I don't hear you coming up with so many ideas. How do YOU think we can get more allowance?
JEFF: I dunno. How do you think?
MORT: I dunno.
(*There is another short period of silence. Jeff ends it.*)
JEFF: So whatta you gonna get at Bargaintown?
MORT: I dunno. Whatta YOU gonna get?
JEFF: I dunno. Maybe we could get some comic books. Or some "funny patches." Or something.
MORT: That's the same thing you said before.
JEFF: Well, I still got the same allowance. So what?
MORT: So let's just go to Bargaintown and see what they got to sell that we can buy.
JEFF: Yeah. They got stuff to sell and we get money to spend. So something oughta work out.
(*Another boy, Paul, comes toward Jeff and Mort. He carries a camera.*)
PAUL: Hold it, fellas—you're on camera!
(*Jeff and Mort make faces as Paul takes their picture.*)
JEFF: Hey, Paul, man—whereja get the camera?
PAUL: I just bought it.
MORT (*looking admiringly at camera*): Hey-o! This is SOMETHING! Did you get some birthday money to buy it?
PAUL: No—I saved for it.
JEFF: Saved? You must get a BIG allowance!
PAUL: About the same as you, I guess.
JEFF: Come on, now! I can't save anything out of MY allowance. It just goes as soon as I get it—mostly at Bargaintown.
MORT: Level with us, Paul. How did you really get the money for this camera?
PAUL: I told you—I saved the money. When I decided I really wanted a camera, I figured out a plan. Instead of blowin' every allowance on candy and sodas and little stuff, I asked Dad to hold back a piece of every allowance. We called the money he held back "camera seed." I added a little now and then from money I got for mowin' lawns and walkin' dogs and things. It took a while, but finally the seed sprouted into this camera. So now I'm going over to the park and take some pictures. See you!



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CAREER EDUCATION TEACHER'S GUIDE

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Laurence W. Aronstein
Rockland BOCES

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Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994

CAREER EDUCATION TEACHER'S GUIDE

Grades 6 - 7 - 8

LET'S GO! TRAVEL

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Rockland County, New York 1974

Rockland County Career Education Program
Dr. Laurence Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994

PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Marion Thorley	-	Nanuet
Joyce Williams	-	East Ramapo
Roberta Williams	-	South Orangetown

INTRODUCTION

Let's Go! Travel

This unit incorporates the career education elements of self-awareness and attitudes and appreciation. Specifically, the major aims are to 1) encourage thoughtful decision making 2) become more tolerant of individual differences and 3) make constructive use of leisure time.

During the unit, the students will plan a vacation or a trip. It is a project oriented unit and the activities are sequential. Having chosen a destination and having planned an itinerary, the student will then investigate various aspects of travel planning. These activities will include budgeting, clothing preparation and travel etiquette.

This unit can be used in Home Economics as a project to supplement units such as clothing construction, foods and nutrition, and etiquette. It can also be an introductory unit for a history or geography unit in Social Studies or a supplementary unit in math, English and foreign language.

To facilitate the implementation of this unit, a travel agent (s) may be consulted. It is strongly suggested that this resource person be contacted at least two weeks prior to the inception of the unit. This would allow time for the gathering of extra materials--i.e., travel folders and maps that the students may need.

STRATEGY NUMBER 1

NAME OF UNIT Let's Go! Travel GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives most consistent with his goals taking steps to implement the course of action.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze reasons for travel.	People have many different reasons for traveling.	Brainstorming--The purpose of this activity is to elicit from the students a list of reasons for taking a trip. The teacher should encourage the students to think of as many reasons as possible. E. G., rest, relaxation, business, sight-seeing, culteral reasons, ect. If it is difficult to get the students started, the teacher might create situations to motivate them. For example: Pretend you are a millionaire or a president of a large company. Tell where you want to go and why.	Teacher

EVALUATION PROCEDURE: The students will produce a list of reasons for taking a trip.

STRATEGY NUMBER 2

NAME OF UNIT Let's Go! Travel GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives most consistent with his goals, taking steps to implement the course of action.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to decide on a destination.	The student will become aware that planning is an essential part of a successful trip.	After brainstorming why students want to go on particular trips, they should research the country, city or region that they want to visit. The following should be included: major points of interest, geography, natural resources, major industries, climate, customs, occupations, cost, people, best time to visit the area, etc. Their research should be in the form of one of the following: oral reports, written reports, scrapbooks, collage and explanation, slide presentations, travel posters or folders, shadow boxes.	1. Manhattan phone book lists all National Tourist Boards in N. Y. City and major railroads in Europe 2. Travel Agent (s) 3. Travel books 4. Maps 5. AAA for members 6. Slides from teachers and/or friends See page 3 for additional information

EVALUATION PROCEDURE: The students will be able to complete one of the following: oral reports, written reports, scrapbooks, collage and explanation, slide presentations, travel posters or folders, shadow boxes, preparation and tasting of food from different locales, and any other activity students may decide upon to show the teacher that he has chosen a destination for his trip.

RESOURCES - (Continued)

EURAIL PASS

UNLIMITED 1ST CLASS
TRAVEL BY TRAIN
IN 13 COUNTRIES
21 DAYS U.S. $150
1 MONTH U.S. $190
2 MONTHS U.S. $260
3 MONTHS U.S. $300
CHILDREN 4 TO 12
YEARS—HALF FARE

Name_____

Street_____

City & State_____

Passport No._____

Date of Birth_____
(If under 12 years of age)

I enclose my check in the amount of_____

to cover_____ Eurailpass(es) for_____ days / month(s)

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9465 Wilshire Blvd., Beverly Hills, Cal. 90212 Tel: 272-7967
11 East Adams St., Chicago, Ill. 60603 Tel: 427-8691

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11 West 42nd St., New York, N.Y. 10036 Tel: 565-7545

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661 Market St., San Francisco, Cal. 94105 Tel: 362-2260

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CIT TRAVEL SERVICE
(Official Agency of the ITALIAN STATE RAILWAYS)
2055 Peel St., Montreal 110 P.Q., Canada Tel: 845-6255
85 Richmond Street, West, Toronto 1 Ontario Tel: 364-4724

FRENCH NATIONAL RAILROADS
1500 Stanley St., Montreal 25, P.Q. Tel: 288-8255
347 Bay St., Toronto, Ontario Tel: 362-7671

GERMAN FEDERAL RAILROAD
45 Richmond Street, West, Suite 706, Toronto M5H 1Z2, Ontario Tel: 364-2214

IN MEXICO:

WAGONS-LITS/COOK S.A.
88 Avenida Juarez, Mexico 1, D.F. Tel: 5-18-11-80

34

STRATEGY NUMBER 3

NAME OF UNIT Let's Go! Travel GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives most consistent with his goals and taking steps to implement the course of action.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to decide on an itinerary and activities.	The importance of planning is essential when traveling.	1. The student must make up an itinerary based upon his chosen destination from the previous activity. 2. Before the actual planning of an itinerary, the following should be discussed. (a) What an itinerary is (b) Types of transportation to be used (c) Length of stay (d) accommodations (e) sight-seeing activities	1. Maps 2. New York Times 3. Automobile Assoc. of America 4. Chamber of Commerce 5. Travel Agent (s) 6. Friends and relatives 7. Credit Card Service 8. Clubs 9. Gas Stations 10. State's National Parks Commission 11. Airlines 12. American Embassies 13. State Tourist Information Center 14. Major Hotel Chains

EVALUATION PROCEDURE: The students will be able to show knowledge of good planning and organization by charting on a map the following: (a) Distance and time between places (b) Location of places (c) Modes of transportation between points of destination.

STRATEGY NUMBER 4

NAME OF UNIT Let's Go! Travel GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives most consistent with his goals taking steps to implement the course of action

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze the legalities involved in planning a trip.	When people travel, sometimes passports, visas, and/or shots are required when visiting certain areas.	1. As the students gather information in preparation for their trip, they should at the same time be compiling knowledge about the legal requirements of the country or countries they are going to visit. Information should include requirements concerning: 1)passports, 2) visas, 3) shots, 4) customs. The students are to find out the answers to the following hypothetical situations: 1. You are traveling in France and you lost your passport. What would you do? 2. You are planning a trip to South Africa. What shots are required? 3. What papers do you need to apply for a passport? How long in advance of a trip do you have to apply for a passport? 4. You are a student who is going to England to study for a semester. Describe the legal procedures necessary for the trip. 5. You are returning home and are told that you must go through customs and must make a customs declaration. Explain the expression "customs declaration."	Doctor Travel Agent Rockland County Health Complex Tourist Boards of Foreign Countries

EVALUATION PROCEDURE: Students must be able to complete correctly three out of five hypothetical situations.

STRATEGY NUMBER 5

NAME OF UNIT Let's Go! Travel GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternatives most consistent with his goals and taking teps to implement the course of action.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze the financial aspects of travel.	There are various methods of credit.	The purpose of this activity is twofold: 1) to determine methods of allocating funds for trips and 2) types of mediums of exchange. The methods of allocation are loans and travel clubs. The mediums of exchange are: travelers checks, credit cards, foreign currency. Several methods to achieve this purpose are: A) Teacher led class discussion to define the terms above. B) Small group discussion to define the terms above. C) Guest speaker, such as a bank official, to explain the terms above. Some activities to complete this objective are: 1. Keeping a one week log of the country he is going to visit in terms of the country's rate of exchange. 2. Write to a credit card company or travel club to get information about their services. 3. Visit a bank and learn how to obtain travelers checks and vacation loans. 4. Complete attached worksheet	New York Times publishe the foreign exchange rates daily in the financial section of the paper. Banker Math teacher Travel Agent

EVALUATION PROCEDURE: The teacher will evaluate the students completion of one or more of the above activities. Example: If the student keeps a log, the teacher should evaluate if for accuracy of information. If the student writes a letter, evaluate it for grammar and composition.

WORKSHEET FOR STRATEGY NO. 5

1. Using the New York Times, determine the cost of a $2.50 role of Kodak Instamatic film in each of the following countries:

   Egypt, South Africa, Italy, France, Greece, Israel, Brazil, Japan, India, Canada

2. You have purchased a camera in Germany which cost 500 marks. How much would the camera cost in U. S. dollars?

3. You have purchased a Wedgewood vase in London which cost 10 pounds sterling. How much would this cost in U. S. dollars?

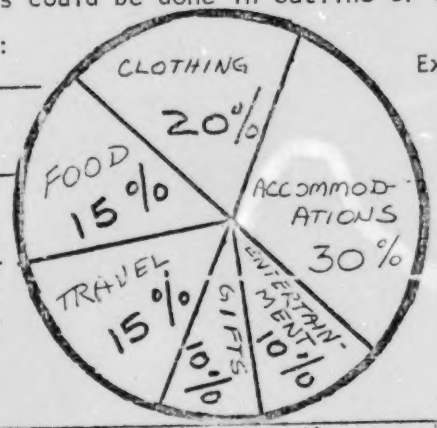
4. List at least three travel services offered by major credit card companies.

5. Describe in a paragraph how to obtain travelers checks.

STRATEGY NUMBER 6

NAME OF UNIT Let's Go! Travel GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives most constant with his goals and taking steps to implement the course of action.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to determine how much a trip will cost.	Money is an important factor when planning a trip.	Using their itineraries, the students will discuss the various items that will cost money when taking their trips. In this discussion the students should realize how the following will influence the cost: Length of stay Location (distance) Time of year Cost of food (meal plans) Entertainment (sight-seeing) Mode of transportation Amount and kinds of gifts They will then chart these expenses in the form of a budget. This could be done in outline or circle form. Destination: _____ Length of Stay: _____ Capital: _____  Example Expense Graph	1. Brochures from Auto. Assoc. of America Chamber of Commerce Travel Agents Credit Card Services Travel Clubs State and National Park: Commissions (Dept of I Airlines (travel servic Major Hotel Chains State Tourist Info Cent 2. Newspapers 3. Local American Expr Office 4. Travel and Leisure Magazines

EVALUATION PROCEDURE: Students will complete a budget for his trip including direct and indirect costs.

STRATEGY NUMBER 7

NAME OF UNIT Let's Go! Travel

GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will understand that decision making includes responsible action in identifying alternatives most consistent with his goals, taking steps to implement the course of action.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to choose a wardrobe appropriate for his travel plans.	Choosing appropriate and adequate clothing is essential in taking a trip.	1. In small groups or class discussions, the following should be discussed. "What factor do you consider when deciding your wardrobe for a trip?" (Example: climate, activities, length of stay, electrical currents, laundry facilities available, weight allowed (amount of luggage), money available to buy new clothes packing, and how to coordinate your clothing. 2. The students then will practice coordinating their wardrobe by bringing in magazine pictures or articles of clothing from home. 3. The students can shop at area stores to create a wardrobe for their vacation. While shopping, the student will concentrate on the following: 1) color, 2) material (packability, weight, appropriateness). 3) cost. The student will then make a descriptive list of his findings. 4. The students will bring in toiletries from home and as a group, evaluate their packability and usage.	1. Magazine Pictures 2. Local Stores 3. Magazine articles on packing (see next page) 4. Home 5. Home Economics Books for Wardrobe Planning: Example: Teen Guide to Homemaking

EVALUATION PROCEDURE: The student will pack a suitcase either in a group or individually with a wardrobe suitable for their vacation. This suitcase, packed, will be evaluated by the teacher for 1) appropriateness, 2) neatness, 3) completeness for a trip.

A Packable Approach To the Whole Wide World

Helene Solomon travels more than most of us—as merchandise manager of Women's Sports Separates at Saks, she has to. Several times a year, she's off to far corners of the world seeing new collections, looking for new resources, and keeping track of what's happening in that most changeable of fashion specialties.

And she's a living advertisement for the sportswear way of life, since she spends most of her time, at home and away, in a flexible, well-coordinated wardrobe of separates. Ms. Solomon's next trip comes up in October, when, in three weeks, she'll be looking at clothes in Italy, France, and Hong Kong. Now how on earth do you pack for that itinerary?

"I travel with one suitcase that I can carry myself," she explained (usually Vuitton's 24-inch zip-top case, $180 at Saks, which has two side pockets inside and, being leather-trimmed vinyl-coated canvas, is somewhat expandable), "and I'll probably take a tote bag, too—for shoes, my cosmetic case, odds and ends." Plus a briefcase for her notes which, with her purse, she always keeps with her, never checks. "I keep a toothbrush in my purse, too, which is handy on the plane and extremely useful when an airline loses my luggage."

In that limited space, she'll pack a coordinated group of mix-and-match separates, sticking exclusively to neutral colors like grays, greens, browns, and navy. "I'll take several pairs of pants, a few tops, a couple of sweaters," all in packable, durable, flexible wool knits, gabardines, and the like. "I have to really love the clothes I take," she says, "because I'll be living in them for three solid weeks." Which is a major reason that she sticks to neutral colors, usually two colors per trip: "You get tired of bright colors or prints much more quickly."

Another reason for neutrals is that they're eminently dress-up-able. "I never know how the day will end—whether I'll be going out to a chic dinner or back to the hotel to collapse." To dress up and vary her wardrobe, she packs colorful scarves, one or two pieces of jewelry she loves ("nothing that has to be locked away in a hotel vault, though"), and perhaps a pair of dressy sandals. Then at cocktail time she can take off a sweater revealing a jersey top, wrap a scarf around her head, put on a stunning pendant, and be perfect for evening.

Helene Solomon is dressed for traveling in a gold wool wrap sweater ($50), beige wool knit pants ($50), and a multicolored Missoni scarf (about $27). All at Saks.

As to the hows of packing, Ms. Solomon tries to do it so that she never really has to unpack or re-pack. "If my shoes—and I usually take just two pairs—aren't in a tote, then I tuck them around the edges of the suitcase, not at the bottom. And my cosmetic case is always packed and ready to go—just a little make-up and my vitamins."

She takes shirts that are hand-washable, and for trousers, she leans to Italian double-knit wool. "They really don't get knees," she explains, standing up to demonstrate that, in fact, those she's wearing at noon look as if they just came from the pressers. Another important aspect of her wardrobe is comfort. "Never travel in anything tight," she advises, "because your body expands on an airplane." Knits are, of course, ideal.

And finally, for everyone who has, in an organized fashion, planned and packed for a trip only to be forced to buy an extra suitcase somewhere along the line for acquisitions, Ms. Solomon admits that professionals are by no means immune to the temptation of a little shopping along the way. "Of course, I'm saved somewhat by the fact that I'm working and don't have much free time for shopping on these trips," she says, "and also because I've discovered by trial and error that, for instance, those gorgeous shoes in Florence or Paris just aren't made with an American last—they're for European feet—and I can get just as good or better buys here at Saks anyway." (She admits to having bought her Vuitton in Paris, however, back in the days when it was a bargain there.) "I do try not to buy too many extras," she says. And then, with a glint in her eyes, "This trip I'm going to wait for Hong Kong. . ."

For travelers bound for sunny climes, some suggestions based on my own packing mistakes. I recently spent ten days exploring the Mayan ruins of the Yucatan and the beaches of Cozumel, and I took a large shoulder bag and a leather-trimmed canvas tote bag. Period.

The major lesson I learned about traveling light is don't take the white trousers. Or the white jacket. There are very few overnight cleaners in Chichen Itza. On the plus side, cotton knits are terrific—they roll up in tiny spaces, they're cool (polyester doesn't breathe), wrinkles hang out.

In the interests of saving space, you really can do without a lot of cosmetics. I took Bonne Bell's Good Nature All-Over Cleanser, a liquid non-soap that's great from hair to toes, and Charles of the Ritz's Everything in One Cream, which is both cleanser and all-over moisturizer. Instead of make-up, suntan cream.

Of course you still have to buy a straw bag along the way because the hammock simply won't fit in, even if you abandon the dirty white trousers. ■

NAME OF UNIT Let's Go! Travel STRATEGY NUMBER 8 GRADE/SUBJECT 6 - 7 - 8

MAJOR AIM The student will recognize individual differences and become tolerant in his interpersonal relationships.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will demonstrate a knowledge of good etiquette.	Courtesy is an aid to the travelers.	The three areas covered by this activity include: Courtesy in (1) hotels, (2) restaurants (3) public transportation. The teacher can refresh his/her memory on rules of etiquette by reviewing resources before teaching. 1. The teacher can hold a general discussion concerning rules of courtesy when (a) asking and/or giving directions. (b) ordering a meal and tipping (c) buying souvenirs (d) registering at a hotel (e) introductions 2. The teacher and/or the students can bring in foreign menus and practice ordering meals, and study the format of the menu.	1. Menus from various restaurants 2. Emily Post Etiquette 3. Amy Vanderbilt Etiquette 4. Teacher

EVALUATION PROCEDURE: The student will be able to create a skit showing his knowledge of two of the following: asking or giving directions, ordering a meal and tipping, buying souvenirs, registering at a hotel, and personal introductions.

7,10,14

CAREER EDUCATION TEACHER'S GUIDE

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Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994

CAREER EDUCATION TEACHER'S GUIDE

Grades 7 Social Studies and
10 and 11 American History

LIFE STYLE AND THE HUDSON RIVER VALLEY

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1973, 1974

Rockland County Career Education Program
Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
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Particular mention should be made of those teachers who originally developed the premise for this Guide.

Diane Hoeneveld Clarkstown
Joseph Marsico Pearl River

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Eileen Goldblatt Ramapo
Joan O'Hea East Ramapo
Lawrence Pauline Pearl River

INTRODUCTION

One of man's outstanding accomplishments has been the discovery and development of New York's Hudson Valley Region. The use of the Hudson River as the major gateway to the west was directly responsible for the development of this region.

On the Hudson frontier, people led simple lives; in the Valley cities, trade and merchandising made some men rich and provided jobs for others.

Today, life in the Hudson River Valley is a vast mixture of urban and rural development. The myriad of careers that exist in the region staggers the imagination. It provides us with large cities, industries, intricate transportation facilities, communications networks, educational institutions, highly developed governments and political structures.

Numerously different life-styles and value systems also exist within the Hudson River Valley, for here one can also find the serenity of simple rural life; the small, independent dairy; fruit and vegetable farmer; the fisherman and small boat builder still survives.

New York's Hudson River Valley has much to offer everyone--its beauty is in its diversity.

STRATEGY NUMBER 1

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. Each student will be able to list geographical features and, for each, list occupations which are generally asscciated with that feature; and explain why.	1 Geography determines how people live.	On a large sheet of poster paper have your students create an imaginary environment in which they would like to live. They must inquire and decide upon such issues as: where to locate a: river, mountain range, seacoast, lake, plain, forest region; an agricultural region, industries and resources. They must also decide on climate, rainfall and resources they desire for their environment. Once this project is completed, the students must determine which occupations would develop in their environment and how geography affected the development of them.	Atlas, various maps (especially those concerned with economic geography) Richard's Atlas of Ne York State Filmstrip: New York State, A Regional Stu See Bibliography

EVALUATION PROCEDURE: How well students relate geography with the development of various occupations

STRATEGY NUMBER 1 and 2

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to list the occupations which existed within the Hudson River Valley, in the early 1800's. B. The student will be able to compare and contrast occupations with the Hudson River Valley, in the 1800's and today. C. The student will be able to explain how life-styles are affected by careers today. D. The student will be able to project what effect the changing environment will have on careers in the year 2000.	II The changing relationship between man and his environment is reflected in the various occupations which have developed within the Hudson River Valley.	1) Have individuals or groups assume roles which portrayed occupations which existed in the Hudson River Valley during the 1800's. 2) Have students make slides and a script to illustrate occupations which existed in the 1800's and are still in existence today; and those which existed in the 1800's and are not in existence today.	Slide-making mat'ls; media personnel; SEE bibliography Slides: Maple Sugari Four Stages of the Pioneer; Soap Making Sound Filmstrip: Cros roads of Yesterday Record: Sounds of th Age of Homespun Field Trips: Museum Village of Smith's C Rte 17M, Monroe, N.Y. Van Cortlandt Manor Rte 9, No. of Ossini New York; Sunnyside, West of Rte 9, Betwe Irvington & Tarrytow N. Y.; Philipse Mano House, Yonkers, N. Y Philipsburg Manor, Rte. 9, No. Tarrytow New York

EVALUATION PROCEDURE: Teacher observation and professional judgment, group interaction, quality of slides and script.

STRATEGY NUMBER 3

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
. The student will be able o list the occupations which xisted within the Hudson iver Valley, in the early 800's. . The student will be able o compare and contrast occu- ations with the Hudson River alley, in the 1800's and to- ay. . The student will be able o explain how life-styles are ffected by careers today. . The student will be able o project what effect the hanging environment will have n careers in the year 2000.	II The changing relationship be- tween man and his environment is re- flected in the various occupa- tions which have developed within the Hudson River Valley.	Have students assume the role of an early settler and write a letter to a friend describing daily life in the Hudson River Valley Organize class as an early Hudson River Valley settler community, assign roles and chores and eat the fruit of labor, such as corn bread, etc.--discuss palatability of foods then and now.	Refer to Bibliography Books on recipes of early settlers also: Colonial Times by Tunis, Home Life in Colonial Days Kit: Flax Processing History Notes Poem: All the Homespun Days Sound Filmstrips: Patterns of Homespun (4 strips)

EVALUATION PROCEDURE: Factual accuracy; quality of writing; quality of discussion

STRATEGY NUMBER 4

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to list the occupations which existed within the Hudson River Valley, in the early 1800's. B. The student will be able to compare and contrast occupations with the Hudson River Valley, in the 1800's and today. C. The student will be able to explain how life-styles are affected by careers today. D. The student will be able to project what effect the changing environment will have on careers in the year 2000.	II The changing relationship between man and his environment is reflected in the various occupations which have developed within the Hudson River Valley.	1) Divide the class into groups and have them consider the following questions for reports back to the whole class by a group-selected reporter: a) which do you think were the three most serious problems encountered by the settlers of the Hudson River Valley: b) How do you think the settlers solved these problems? c) How would you solve these problems using present day technology?	Book-New York State: Our Cultural Herita by Pauline, L. See bibliography

EVALUATION PROCEDURE: Interaction within individual groups, creativity of solutions to problems, receptivity of entire class to individual group reports.

STRATEGY NUMBER 5 - 7

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to list the occupations which existed within the Hudson River Valley, in the early 1800's. B. The student will be able to compare and contrast occupations with the Hudson River Valley, in the 1800's and today. C. The student will be able to explain how life-styles are affected by careers today. D. The student will be able to project what effect the changing environment will have on careers in the year 2000.	II The changing relationship between man and his environment is reflected in the various occupations which have developed within the Hudson River Valley.	1) Divide the class into groups and have them consider the following personal rights and privileges that Americans take for granted: a) own as many cars as he can afford b) acquire and use an unlimited number of electrical appliances c) burn leaves d) travel as much and as far as he wants to All above are for a pro-con panel discussion concerning: what effect they have on the environment. What effect the above will have on occupations in the year 2000. Each panel may prepare visual presentation to support its point of view	Pupils' life experiences "The Future", Issues Today Filmstrip: Preparing for Jobs in the 70's Book: Ecology: Man's Relationship to His Environment See bibliography

EVALUATION PROCEDURE: Class to create an instrument to evaluate each panel presentation

STRATEGY NUMBER 1

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
a. The student will be able to discuss how Homespun families, within the Hudson River Valley, were more self-sufficient than families are today. b. The student will be able to explain how families today are dependent upon others for the necessities of life. c. The student will be able to list occupations which provide goods and services to their families. d. The student will be able to explain how changing family values have affected the concept of "necessity" and discuss which necessities existed in the past and the present.	III During the Age of Homespun, families within the Hudson River Valley were self-sufficient and largely independent. Today, we live in an interdependent society in which people depend on others for goods and services.	BOYS Have the class try to wittle a tool or utensil from balsa wood. Or collect twigs and branches and construct a pioneer house. Fine detail could include furniture grease-paper windows, and clay work.	Penknife, balsa wood, brown paper, clay, twigs, pipe cleaners Filmstrip: Flow of Goods and Services; The Future of the Family, Career Planning in a Changing World See bibliography

EVALUATION PROCEDURE: Observation of the students' awareness of the difficulties involved in making things by hand

STRATEGY NUMBER 1

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to discuss how Homespun families, within the Hudson River Valley, were more self-sufficient than families are today. B. The student will be able to explain how families today are dependent upon others for the necessities of life. C. The student will be able to list occupations which provide goods and services to their families. D. The student will be able to explain how changing family values have affected the concept of "necessity" and discuss which necessities existed in the past and the present	III During the Age of Homespun, families within the Hudson River Valley were self-sufficient and largely independent. Today, we live in an interdependent society in which people depend on others for goods and services.	GIRLS Take yarn or string and have students try to weave their own 4x4 inch piece of cloth. Other ideas, make a sampler(directions attached) candle making, construction of school supplies (hornbook) At home children may enjoy cooking one of the pioneer foods--cornbread, hoecake, ashcake.	The hornbook is not a book, but consisted of the alphabet, letter combinations, and the Lord's Prayer written on a piece of pap that was glued to a board. A piece of light yellow horn shaving protected this. (How about Saran Wrap Elmer's glue, or contact paper in place o hornshavings? SAMPLER-a few versus, letters of the alphab other important facts served as a textbook also taught the girls fine sewing. Have ea child, using graph pa make their pattern by

EVALUATION PROCEDURE:

STRATEGY NUMBER 1

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to discuss how Homespun families, within the Hudson River Valley, were more self-sufficient than families are today. B. The student will be able to explain how families today are dependent upon others for the necessities of life. C. The student will be able to list occupations which provide goods and services to their families. D. The student will be able to explain how changing family values have affected the concept of "necessity" and discuss which necessities existed in the past and the present	III During the Age of Homespun, families within the Hudson River Valley were self-sufficient and largely independent. Today, we live in an interdependent society in which people depend on others for goods and services.		placing an "X" in each box. Place t graph paper on to; ditto and trace th design with ball pen. Iron this o the cloth the chi will use for samp Have each child c stitch his design ing needle and em dery floss. See bibliography

EVALUATION PROCEDURE: Quality of product

STRATEGY NUMBER 2

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to discuss how Homespun families, within the Hudson River Valley, were more self-sufficient than families are today. B. The student will be able to explain how families today are dependent upon others for the necessities of life. C. The student will be able to list occupations which provide goods and services to their families. D. The student will be able to explain how changing family values have affected the concept of "necessity" and discuss which necessities existed in the past and the present	III During the Age of Homespun, families within the Hudson River Valley were self-sufficient and largely independent. Today, we live in an interdependent society in which people depend on others for goods and services.	Pioneer children relied upon their own imagination and resourcefulness for amusements. Have colonial play period. Children will use no bats, balls, playground equipment, or modern amusements of any kind. Suggested games: BOYS - races, leapfrog, crack the whip, tug-of-war, wrestling, knocking off the other's hat, freeze, fishing, marbles. GIRLS Hop scotch, prisoner base, tag, blind man's bluff, making corncob dolls, kite flying. Other ideas could be to have the group make dolls, puppets and paper dolls depicting colonial dress.	Yarn, scraps of clo buttons, string, od and ends, imaginati There are many fine trips that could be so the children cou these life styles a more. A few off ha might be: Phillips Manor, The Cantonem at New Windsor, the Museum of the City York. There are al many interesting sp around the county t will gladly come in speak on their part cular interest or h Mr. Leland Meyers d exceptional job on colonial lighting

EVALUATION PROCEDURE: Pupil participation and understanding of amusements.

STRATEGY NUMBER 3

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to discuss how Homespun families, within the Hudson River Valley, were more self-sufficient than families are today. B. The student will be able to explain how families today are dependent upon others for the necessities of life. C. The student will be able to list occupations which provide goods and services to their families. D. The student will be able to explain how changing family values have affected the concept of "necessity" and discuss which necessities existed in the past and the present	III During the Age of Homespun, families within the Hudson River Valley were self-sufficient and largely independent. Today, we live in an interdependent society in which people depend on others for goods and services.	Have students prepare a one-week log of the types of people who have come to their homes to provide services; goods. Prepare a poll chart of childrens' home activities and chores comparing the past with today Prepare a list of every variety of a single product now in use that is oriented toward a child's consumption.	Parents Mother's pantry supermarket

EVALUATION PROCEDURE: Credibility of log and chart and list

STRATEGY NUMBER 4

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to discuss how Homespun families, within the Hudson River Valley, were more self-sufficient than families are today. B. The student will be able to explain how families today are dependent upon others for the necessities of life. C. The student will be able to list occupations which provide goods and services to their families. D. The student will be able to explain how changing family values have affected the concept of "necessity" and discuss which necessities existed in the past and the present	III During the Age of Homespun, families within the Hudson River Valley were self-sufficient and largely independent. Today, we live in an interdependent society in which people depend on others for goods and services.	List, compare and contrast three family values which existed in the Hudson River Valley during the age of Homespun with three that exist today. Using the large group decision making process, have the class define the term "necessity." Upon completion divide the class into groups and have each determine what they consider to be the three most important necessities during the age of Homespun; compare and contrast these with three present day necessities	Child's own family experiences Dictionary Group interaction

EVALUATION PROCEDURE: Relevancy of their stated values and list of "necessities"

STRATEGY NUMBER 1

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to portray the division of land in the Hudson River Valley during the time of the Patroon System. B. The student will be able to discuss the types of occupations which existed within the Patroon System. C. The student will be able to explain how Patroons acquired their land and how it was used. D. The student will be able to list the number of individual landowners in his neighborhood. E. The student will be able to list the various occupations which are represented in his neighborhood.	IV The pattern of land ownership within the Hudson River Valley has changed from one of large estates owned by a few to one of small individually owned tracts.	Have children research the division of land and the type of structures which existed on a patroon. Upon completion assign individuals to make models of the above by using cardboard, plaster of paris, paper mache, flour and water, etc. After this, obtain a large sheet of plywood and have students create a patroon by including the following: the location of manor house, mill, water resources, agricultural fields, land divisions and all those things which existed on a patroon.	1) all materials mentioned in the activity--plaster paris, plywood, p etc. 2) Field trip to Philipsburg Manor Van Cortlandt Man Tarrytown, New Yo 3) See bibliograp

EVALUATION PROCEDURE: Peer evaluation and authenticity.

STRATEGY NUMBER 2

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A. The student will be able to portray the division of land in the Hudson River Valley during the time of the Patroon System. B. The student will be able to discuss the types of occupations which existed within the Patroon System. C. The student will be able to explain how Patroons acquired their land and how it was used. D. The student will be able to list the number of individual landowners in his neighborhood. E. The student will be able to list the various occupations which are represented in his neighborhood.	IV The pattern of land ownership within the Hudson River Valley has changed from one of large estates owned by a few to one of small individually owned tracts.	Using the patroon model prepared by the class, have students list all the possible occupations which existed on the patroon and why they were important. In an effort to bridge the gap between the division of land during the time of the Patroon system and today, have children poll their neighborhoods to determine how many people live on a square block, how many own their own home and how many rent. Have children poll their neighborhood to obtain a sampling of the various occupations existent therein. Compare and contrast these findings with those occupations existent on a patroon.	Slides Wedderspoon Farm Study See bibliography

EVALUATION PROCEDURE: Teacher judgment as to whether or not the youngsters understand the land ownership concept.

STRATEGY NUMBER 2

NAME OF UNIT Your Life Style Has Been Influenced by the Development of The Hudson River Valley GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
F. The student will be able to contrast why landownership changed from large to small tracts.	No. IV		Slides Wedderspoon Farm Study See bibliography

EVALUATION PROCEDURE:

STRATEGY NUMBER 1

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to discuss the relationship between personal values, life style and occupational roles. B) The student will be able to explain why people have decided to live in the Hudson River Valley. C) The student will be able to discuss the relationship between mobility (mass transit, family auto, ability to move one's home) and occupational choice. D) The student will be able to list leisure time activities available within the Hudson River Valley and the occupations associated with them.	V) Various motives attracted people to make their homes and raise their families in the Hudson River Valley	1) Through class discussion assess variety of ethnic antecedents of children in the classroom. Form groups to explore the unique aspects of ethnic groups to which they assign themselves, centering around specific foods, music (folk and pop) 2) Invite guest speakers to talk to class about specific ethnic differences (relatives, friends, visitors from other countries) 3) Each child obtains a foreign food, sold in this country to be sampled in class. 4) Children research books and records for folk songs that show ethnic contributions to present day music. Play records that exemplify jazz and soul music stemming from slavery days. Use "Guantanamara" to show how the song is derived from a Cuban poem. Use children's existent knowledge of "Brother John" to teach them the same song in French and Spanish ("Freres Jacques" and "Frye Felipe") 5) Have children make articles of clothing fashionable today that originated in other lands, such ad daishiki, sombrero, fez.	Kamela Rajacapol, Hempstead Elem. S Ramapo Dist. 2 Records, costume encyclopedia, co people, travel pc travel literature School music teac See bibliography

EVALUATION PROCEDURE: Class participation and enthusiasm of class

Quality of projects

Presentations to other classes

STRATEGY NUMBER 2

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to discuss the relationship between personal values, life style and occupational roles. B) The student will be able to explain why people have decided to live in the Hudson River Valley. C) The student will be able to discuss the relationship between mobility (mass transit, family auto, ability to move one's home) and occupational choice. D) The student will be able to list leisure time activities available within the Hudson River Valley and the occupations associated with them.	V) Various motives attracted people to make their homes and raise their families in the Hudson River Valley	Have your students interpret the following morals and discuss the value implications of their meanings for the Homespun Age and for today. (a) "The early bird gets the worm." (b) "Birds of a feather flock together." (c) "Make hay while the sun shines." (d) "Waste not, want not." (e) "A bird in the hand is worth two in the bush." (f) "The time to save is when the barrel is full."	62

EVALUATION PROCEDURE: Draw pictures to illustrate an understanding of the values involved in each moral.

STRATEGY NUMBER 3 - 5

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to discuss the relationship between personal values, life style and occupational roles. B) The student will be able to explain why people have decided to live in the Hudson River Valley. C) The student will be able to discuss the relationship between mobility (mass transit, family auto, ability to move one's home) and occupational choice. D) The student will be able to list leisure time activities available within the Hudson River Valley and the occupations associated with them.	V) Various motives attracted people to make their homes and raise their families in the Hudson River Valley	Have your students inquire into their own values by presenting them with the following situations: 1) You are a government official in charge of inspecting hotels in a major New York State city. Upon inspecting one hotel you find numerous violations of the law. But, the hotel manager offers you free food and lodging for the rest of your life whenever you want to stay at this hotel if the violations are not reported. What decision would you make? Why? 2) You are a government official and a confidential report comes to your desk informing you that a new extension of the Governor Thomas E. Dewey Thruway will be constructed through your brother's town next year. You also learn that much of the land through which the new part of the Thruway will pass is for sale at low prices. When the news of the new road gets out, the price of the land will surely go up. Do you tell your brother the news so he can buy the land now? Do you buy the land yourself? How would you handle the situation? 2. Ask your class this question: "Why do people work?" The students must create something (sketch, song, poster scrapbook) that communicates their answer.	Students themselv Sound filmstrip "Why Work at All

EVALUATION PROCEDURE:

1. Quality of thinking process used by child.
2. Factual content
3. Quality of product

STRATEGY NUMBER 3 - 5

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to discuss the relationship between personal values, life style and occupational roles. B) The student will be able to explain why people have decided to live in the Hudson River Valley. C) The student will be able to discuss the relationship between mobility (mass transit, family auto, ability to move one's home) and occupational choice. D) The student will be able to list leisure time activities available within the Hudson River Valley and the occupations associated with them.	V) Various motives attracted people to make their homes and raise their families in the Hudson River Valley	CONTINUED Continued: 3. Have your students inquire into the development of transportation from the beginning of time to the present. Present their findings in a chart; list them in chronological order. 4. Leisure time activities are as important today as they were in the Homespun Age. Have your students list their leisure time activities and those of their parents. Through group discussion, have them determine whether today more people are spectators or active participants in an activity. Also have them decide which is the most popular sport among girls, and the most popular sport among boys. Which is the most popular sport in the United States?	

EVALUATION PROCEDURE:

MORE PEOPLE

Total population in the United States was 165 million in 1955. By 1985 the country will have a population of 285 million, a gain of about 75 percent over the 30-year period.

The New York Region's population will grow from 15 million in 1955 to 24 million in 1985, an increase of 9 million, or 60 percent.

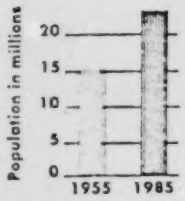

Chart 1
POPULATION IN THE NEW YORK REGION, 1955 AND 1985

MORE INCOME

In 1955, personal income in the United States was $1,865 per capita. At the long term per capita economic growth rate of 1.9 percent annually, this figure will reach $3,285 by 1985, based on the same price level. As purchasing power goes up, recreation expenditures will mount even faster than other expenditures.

It is expected that the New York Region's per capita personal income will grow at a rate similar to the nation's in the years ahead. On the basis of the national increase rate of 1.9 percent annually, the Region's per capita real income would rise from $2,470 to $4,350 between 1955 and 1985.

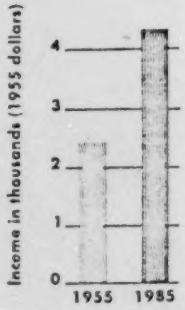

Chart 2
PER CAPITA REAL PERSONAL INCOME IN THE NEW YORK REGION, 1955 AND 1985

MORE LEISURE

Leisure time in the United States and in the New York Region will be greatly enhanced. The present 40-hour week will be reduced to about 32 hours in 1985. This 20 percent reduction in work hours could result in a 6½ hour day, or a 4-day week, or a 2-3 month vacation, or, more likely, some combination of these.

At the same time there will be more leisure for the non-working portion of the population, due especially to earlier retirements and continued mechanization of household chores.

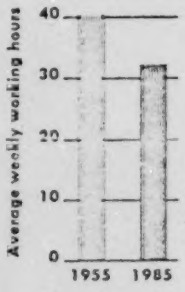

Chart 3
WORKING HOURS PER WEEK IN THE UNITED STATES, 1955 AND 1985

MORE MOBILITY

Around 1900 the average American traveled 500 miles annually. By 1955, largely because of the automobile, this figure rose 10 times to 5,000 miles per year. A further increase to 7,700 miles is expected by 1985.

The potential for increased mobility in the New York Region in one important respect surpasses that for the nation. The Region is the most mass-transit oriented metropolitan area in the country, with correspondingly fewer automobiles per capita. It is anticipated that passenger cars in the Region will increase from about 3.9 million to 8.6 million between 1955 and 1985. This 120 percent rise is in contrast to a population growth of 60 percent during the same period.

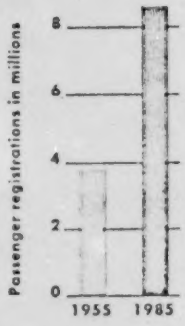

Chart 4
AUTOMOBILES IN THE NEW YORK REGION, 1955 AND 1985

SOURCE: New York State Museum and Science Service

STRATEGY NUMBER 6

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to discuss the relationship between personal values, life style and occupational roles. B) The student will be able to explain why people have decided to live in the Hudson River Valley. C) The student will be able to discuss the relationship between mobility (mass transit, family auto, ability to move one's home) and occupational choice. D) The student will be able to list leisure time activities available within the Hudson River Valley and the occupations associated with them.	V) Various motives attracted people to make their homes and raise their families in the Hudson River Valley	Distribute and use preceding chart for the following questions: CHART 1 What implications can be inferred concerning your personal values, life style and occupational roles in 1985? CHART 2 How will people spend their money in 1985 and which occupations will benefit from this spending through increased job opportunities? CHART 3 Why do you think you'll be working less time in 1985? How will this affect your use of leisure time? CHART 4 What effect do you think Chart 4 will have on occupational choice and roles in the future?	Sound Filmstrip: "Liking Your Job Your Work" Film: Finding Yo Life Work

EVALUATION PROCEDURE: Ability of interpret and infer from charts.

Intelligent discussion

STRATEGY NUMBER 7

NAME OF UNIT Your Life Style Has Been Influenced by the Development of the Hudson River Valley

GRADE/SUBJECT Grade 7 New York State

Major Aim To develop in the student the ability to live more richly

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to discuss the relationship between personal values, life style and occupational roles. B) The student will be able to explain why people have decided to live in the Hudson River Valley. C) The student will be able to discuss the relationship between mobility (mass transit, family auto, ability to move one's home) and occupational choice. D) The student will be able to list leisure time activities available within the Hudson River Valley and the occupations associated with them.	V) Various motives attracted people to make their homes and raise their families in the Hudson River Valley	List the leisure time activities available in the Hudson River Valley by location, attraction, cost, and group to whom it appeals. Create a booklet which includes specific attractions for teenagers; provide a community service by creating a similar booklet for distribution to the local Senior Citizens Association.	Filmstrip: Then and Now along the Main Street of the East Film: The Quiet Rocket Simulation Game: Life Career See bibliography

EVALUATION PROCEDURE: Quality of product

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Career Planning in a Changing World, Popular Science filmstrip, $6.75, Work Requirements and opportunities change with social and technological changes

Nonprint Media (Continued)

Crossroads of Yesterday, (sound filmstrip 20 min.), A survey of village and farm life in the Age of Homespun. Filmed at the Farmers' Museum, New York State Historical Society, $9.00

Finding Your Life Work, (Film) Bureau of Audio Visual Instruction, 20 min., $3.50, Points out necessity of knowing oneself and learning about many vocations so one can make intelligent career decisions.

Flax Processing Kit, Contains samples of Flax at every step of its processing, from seed to finished linen cloth. Accompanied by leaflet, N. Y. State Historical Society

Flow of Goods and Services, Popular Science Publ. Co., $6.00, (Filmstrip) Shows the economic interdependence of various segments of society and highlights production and distribution of goods and services

Four Stages of the Pioneer, Four slides from an 1849 source illustrating change thru time. Commentary, N. Y. State Historical Society, $1.00

The Future of the Family, Guidance Assoc., Two filmstrips with record: Part I, The family and society; Part II, New Directions, $30.00

History Notes, 21 mimeographed leaflets, N. Y. State Historical Society (Recipes, crafts, etc.) $2.00

Life Career, Sarane S. Boocock Academic Games Associates, Produced by Western Publishing Co., School and Library Dept., 850 Third Ave. New York City 10022, $35.00
Simulation Game. Each team represents a teenager planning and then living through about 8 years of life. During each decision period, players plan their person's schedule of activities for a typical week, allocating his time among school, studying, a job, family responsibilities and leisure time. Purpose: to give greater understanding of labor market and gain some advance experience in planning for their own future. Playing time: 1 to 6 hours.

Liking Your Job and Your Life, four sound filmstrips, two records., Guidance Associates, $37.50 Grades 9-12
Four men and women explain why their jobs satisfy their need to work without interfering with their ways of life
1. The construction worker
2. The factory worker
3. The community worker
4. The TV repairman

Maple Sugaring, 21 color slides documenting step-by-step the process of converting sap into syrup, N. Y. State Historical Society, $6.00

Museum Village of Smith's Cove, Rte 17M, Monroe, New York 10950, 19th century Americana, 41 buildings with exhibits, craftsman in crafts shop, etc. Available April 15 - Oct. 31 (3 mos notice pref.)

Nonprint Media (Continued)

New York State: A Regional Study, Eyegate House, (filmstrip) $43.00 set. Geographic, historical and industrial developments studied in depth

Patterns of Homespun, four sound filmstrips, Filmed at the Farmers Museum, New York State Historical Society. Set I, and Set II, each $20.00

Set I: "The Farmer Year" A first person account of farming life, transportation, tools, work, celebrations, social relationships

"The Woman's World" narrated in the first person, the farmer's wife describes her work, home life, bees and celebrations.

Set II: "Village Callings" Here are the many craftsmen of the homespun village talk about their trades and roles in the community.

"Growing up in Homespun" Through the eyes of a boy and girl, the world of homespun children is described. Accents schools, games, toys, work roles.

Philipse Manor House, Yonkers, principal home and headquarters of an estate which ran from the present city of Yonkers to north of Tarrytown. Dates from 1682.

Philipsburg Manor off Rte 9 at North Tarrytown, 1683-second dwelling built by Frederick Philipse. Reflects early life in lower Hudson Valley

Preparing for Jobs of the 70's, Guidance Assoc. 2 part sound filmstrip, $35.00, Shows how trends and development of new products and services affect the job market.

The Quiet Racket (film) Nat'l Film Board of Canada, 7 ½ min., $90.00 A man feels urge to escape city's noise for country quiet. He finds that countryside is not so unspoiled and uncrowded as he had expected.

Soap Making, 17 color slides documenting this homespun craft. N. Y. State Historical Society, $6.00

Sounds of the Age of Homespun, (record) Sounds made on location at the Farmers' Museum. Teachers Guide, N. Y. State Historical Assoc. $3.00

Sunnyside, West of Rte 9 between Irvington and Tarrytown, Home of Washington Irving, purchased in 1835, one of the farm houses of the Philipse Manor. Completely remodeled and enlarged by Irving.

Then and Now Along the Main Street of the East, Encyclopedia Britannica Corp. Color filmstrip, Series 87000, $6.00, Comparison between early days and contemporary life. Traces changes which have occurred through the introduction of new technology, travel and communication

Nonprint Media (Continued)

Van Cortlandt Manor House, Ferry House and Ferry House Kitchen. Rte 9, just north of Ossining

Combination of Dutch and English periods, 1665, enlarged in 1748. Restored to the period of the Revolutionary War

Wedderspoon Farm Study, 16 color slides documenting the spatial arrangements and architecture of a N. Y. State farm which was built in the Age of Homespun. Commentary included, 2 x 2 slide set $3.75

Why Work At All?, filmstrip with cassette, Guidance Associates $6.50.

Purpose: To raise some basic and challenging questions about the role of work in individual personality development

Teacher Resources

Extending the Classroom; A Field Trip Guide, Suffern, N. Y., Rockland County Regional Education Center

NAHO, a quarterly publication of the New York State Museum and Science Service containing articles dealing with the natural or social history of New York

New York State Dept. of Education, Albany, N. Y., New York in Books; a bibliography for 7th and 8th grade social studies, 1968

New York State Dept. of Education, Office of State History, Albany, N. Y. Sights and Sounds of N. Y. State History, 1969, a bibliography of software

The New York State Historical Association and its Museums; an informal guide, N. Y. State Historical Society, $1.95

CAREER EDUCATION TEACHER'S GUIDE

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Rockland BOCES

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Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994

CAREER EDUCATION TEACHER'S GUIDE

Grades 8 Interdisciplinary

Economic Awareness

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1973, 1974

Rockland County Career Education Program
Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994

PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Joyce Dragotta	South Orangetown
Loretta Hoffay	South Orangetown
Elinor Peterson	South Orangetown
Roberta Williams	South Orangetown
William Stage	South Orangetown
Dorothy Wilson	Clarkstown

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Evelyn Cohen	Nanuet
Joan Manna	Haverstraw-Stony Point
Roberta Williams	South Orangetown

ECONOMIC AWARENESS

INTERDISCIPLINARY

GRADE 8

MAJOR AIM:

The student will better understand the relationship of his present and anticipated occupational status to the enconomic trends found in his community, state and nation through meaningful activities and experiences that can be included in the topic of industrialization as this topic is presented in the Social Studies curriculum.

The interdisciplinary approach including the areas of Art, English, Guidance, Mathematics and Science would be followed so that the student's economic awareness can be expanded and reinforced at the same time the material is being covered in Social Studies.

OVERVIEW:

In SOCIAL STUDIES the student will trace the development and impact of the Industrial Revolution in the United States. The student will identify the opportunities and needs for employment in the local community through active participation in visitations to and from the local industrial community.

In ART the student will develop self-awareness, self-expression and self-actualization through hands on experiences creating bulletin boards, collages, and murals of our work-oriented society. The student will engage in film making of local industries and presentations of guest speakers representing careers.

In ENGLISH in the Vocational Inquiry unit the student will study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters to local industries. The student will explore and define his own interests and abilities.

In GUIDANCE as part of the Career Conference with the Guidance Counselor, the student will undergo a very real and personal experience of decision-making. The student will consider and discuss plans for a future career.

In MATHEMATICS the student will be aware of the impact of social and technological changes on life style. The student will use mathematical concepts to make a comparison of job opportunities, income, expenditures, taxes and banking from four time periods 1897, 1927, 1957, 1973.

In SCIENCE the student will learn about Map Science by studying and making topographical maps of the school and the local community. The student will participate in the exploration of indoor and outdoor jobs related to the mapping field.

Each unit and strategy is accompanied with a list of resources.

At the end of the entire interdisciplinary unit, is a comprehensive list of resources which can be applied to the entire unit at the teacher's discretion.

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to identify the conditions that lead to and the process by which the U. S. changed from a subsistance economy to an industrial economy.	The Industrial Revolution affected the daily lives of Americans.	1) Demonstration by the teacher: Using a handmade object and a machine made object (preferably the same sort of object, i.e. 2 bowls) the teacher through questions and answers should elicit from the students) (a) difference between the production of each and (b) similarities in the production of each. 2) After this demonstration and reading, the students could write short skits showing "before" and "after" effects of Industrial Revolution--based on General Electric's exhibit at World's Fair or at Disneyland. (See note: Bottom of page) 3) Brainstorm ideas on how we use machines in our daily lives, e.g. What machines to use to get to school. 4) Discussion with class: (a) What are some differences between your grandmother's, your mother's, and eventually your homes as a result of the Industrial Revolution. (b) How do you think your grandmother felt with the new inventions? (of the late 1800's - 1900's)	2 objects (one handmade one machine made) History texts Automation: Its Impact on Business and People by Walter Buckingham, (paperback) 60¢

EVALUATION PROCEDURE: This evaluation should be a concluding activity for #1 and an introduction for Strategy #2

(1) Discuss the advantages and disadvantages of living in an industrialized society.

(2) Teacher evaluation-Look for the following (a) approximate date (b) sign of knowledge of concepts of saving and investment (c) knowledge of the actual changes and its effect.

NOTE: This exhibit shows the homes of a family during 4 time periods in U. S. history. The father spoke of his job, his leisure time (if any), his family. The mother showed how she took care of the home, etc. The children explained how they spent their time. This could be used as a basis for contrasting the lives before and after the Industrial Revolution.

STRATEGY NUMBER 2

NAME OF UNIT Economic Awareness = Industrialization GRADE/SUBJECT 8th Social Studies-Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to identify the effects of the Industrial Revolution on the American way of life (1870-1930 approx.) socially, culturally and economically.	The Industrial Revolution caused an upheaval in the style of living in America (e.g., mobility rather than stability)	A) The student either individually or in a group should complete a project related to the changes in the American way of life during the Industrial Revolution. It (project) should reflect his knowledge of the development and effect of the Industrial Revolution either socially, culturally or economically. The following list is an example of suggested projects students could do. The teacher should add, delete and modify according to his or her students' needs and abilities. ACTIVITIES: 1) Report on the development of a major U. S. city, e.g., Chicago, Detroit. 2) Report on farming in a mechanized age. 3) Read a novel from the 1920's and report on it. Ask the English teacher for advice on selection and format. 4) Read the essays of the Muckrakers and report on the conditions that they found in the factories and the reforms they proposed. 5) Make a dress or article of clothing (doll size or real size) from the 1800's or 1920's. Write a short explanation of the fashions of the time period. Ask the art teacher or home economics teacher to help you choose.	See separate paper The teacher should enlist the aid of the other teachers of the team--English Science, Art--to he students complete projects related to their areas of speciality.

EVALUATION PROCEDURE: Presentation and display of skits and projects. Use peer evaluation techniques. The skits could be presented to all the class and a short worksheet could be developed to evaluate students. Projects could be displayed and prizes given for best project.

STRATEGY NUMBER 2 (Continued)

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Grade Social Studies-Middle Sch

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
		6) Report on any of the reform movements of 1890's-1900s 7) Make a collage on one of the following subjects: (a) growth of the women's movement (b) 1920's-The Roaring 20's (c) growth of cities (d) pollution in industry (e) labor movement (f) Auto industry (g) make a model or a recreation of a specific invention, e.g., a model "T", a radio. Ask the science teacher to help you along with the invention. Write a short explanation about its beginnings. 8) Recreate a newspaper from 1897, 1927, 1957, 1973 or any other appropriate time. Ask the English teacher to help you. 9) Make a report or project on the following inventions and their effect: the camera, moving pictures phonograph, radio, TV. 10) Report of the development of national sports in America, e.g., baseball, football, basketball. 11) Any other project or report that the teacher and student agree on.	

EVALUATION PROCEDURE:

STRATEGY NUMBER 2 (Continued)

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Grade Social Studies--Middle Scho

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
		12) Participate in a skit about the times 1800's - 1900's. Skits are good ways of presenting material painlessly. Faculty participation increases student enjoyment. Good subjects for skits are: (a) Immigrants first acquaintance with America (b) The sweat shop and the conflict between labor and management (c) The speakeasy with flappers, gangsters and Charleston. (B) The teacher should draw a time line of the era then either have students fill in significant dates or fill in dates her/himself.	

EVALUATION PROCEDURE:

STRATEGY NUMBER 3-A

NAME OF UNIT Economic Awareness- Industrialization GRADE/SUBJECT 8th Social Studies--Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze the effects of the Industrial Revolution on the immigrant.	The Industrial Revolution has made an impact on the arrival of the immigrant in American Society	1) Interview someone who immigrated from another country. Ask questions similar to the following: a) What country did you come from? b) What was your life like there? c) Why did you leave? d) Where did you first go in the U. S.? e) What kind of a job did you first have or what was school like? f) What problems did you have? g) What is your life like now? h) Are you a citizen? 2) If you can't find someone to interview, use library resources.	Land of Immigrants (BOCES Film) In America Series, Lerner Publications Minneapolis, Minn. The New Life (Mexican Americans Today) Arnold Dabrin, Dodd and Mead, Co.,N.Y. 19

EVALUATION PROCEDURE: Small group-from interview, determine (1) Major country (ies) from which people migrated. (2) General reasons why they came (3) General problems (4) How a person becomes a citizen.

STRATEGY NUMBER 3 B

NAME OF UNIT Economic Awareness--Industrialization

GRADE/SUBJECT 8th Soc. Studies--Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze the impact of industrialization on the laboring class.	The growth of labor unions helped develop a laboring class.	A) Have a labor leader visit class. B) Identify and describe Knights of Labor Organizations (CIO, AFL) etc. C) List requirements for apprentices. Coordinate with English objective No. 2 D) Participate in a role playing activity to identify and define the following words: picket, boycott, strike, lockout, blacklist, injunction, yellow-dog contract, collective bargaining. Alternate activity with English Teacher What is "apprenticeship"? Is it practical in the modern world? Can you think of some adaptations of it that do exist? What are some benefits of this system?	See separate sheet for resources on Labor Movement With 3B and/or 3C visit Mr. Ronald Carlson at BOCES

EVALUATION PROCEDURE: Student guess which definition is being presented

Teacher test on unions and their organizations.

LABOR MOVEMENT RESOURCES

331.09 Daniels, Pat, Famous Labor Leaders, Dodd & Mead 1970

331.88 Lens, Sidney, Working Men, The Story of Labor, Putnam, 1960

331.09 Meltzer & Milton, Bread and Roses, The Struggle of American Labor, Knopf, 1967

331.88 Paradis, Labor in America

331.097 Pelling, Henry

331.88 Shippen, Katherine B., This Union Cause, Harper, 1958

331.88 Werstein, Irving, The Great Struggle, Scribner, 1965

Record 784.71 Songs of Struggle and Protest 1930-1950, Folkway Records FH 5233, 1964 Pete Seeger

Filmstrip 331.85 The Growth of Labor Movement Guidance Assoc.

Fiction: Johnson Annabel, The Bearcat, (a boy quits school; gets job, apprentices, union, etc.)

STRATEGY NUMBER 3 C

NAME OF UNIT Economic Awareness

GRADE/SUBJECT 8th Soc. Studies--Middle School

Major Aim What is the Impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze the impact of industrialization on the management class.	The development of a management class resulted from the phenomenon of industrialization.	1) Guidance Counselor visits the class to discuss requirements for entrance into schools of higher education 2) Brainstorm list the jobs that require some training after high school and those that are in the professional and management group. 3) Teacher outlines terms of Wagner Act, Taft Hartley Act, Interstate Commerce Act, Pure Food and Drug Act. 4) Discuss advances of labor movement in 19th-20th century. Use readings and current newspaper articles.	History Text NOTE: There are several series available which have readings about the 1890's-1900's and the growth of the labor movement. Some of these are excellent for discussion and for presentation as plays. This could be accomplished with help of the English teacher. Materials: Encyclodedia of Caree and Vocational Guidar Occupational Handbook

EVALUATION PROCEDURE: Role play a situation using the Wagner Act or the Taft Hartley in which students participate in the collective bargaining process. Some roles are (a) management; (b) white-collar worker; (c) blue-collar worker. From this role playing situation, the students should determine the following in a discussion: (1) reasons why they chose their role; (2) evaluation by other students of the portrayal of the role; (3) life style implicated by each role, e.g., salary, job satisfaction (working conditions), status, leisure time, advancement

STRATEGY NUMBER 4

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Soc. Studies--Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to (1) understand the various patterns of organization in the economic structure of the United States and (2) define these patterns (i e., single ownership, partnership, corporation, holding company, trust, capitalism.)	The economic system in the United States is divided into many sections.	1) Read the "Story of Peter and David Gibbons" or a similar reading either in small groups or with the teacher. Compare the single ownership and corporation. Contrast them. List advantages and disadvantages of each. 2) Read the "Story of the Peanut Butter Trust" 3) Have a businessman come to speak about how he runs his business. 4) Have a lawyer come in to discuss legal aspects of different forms of business.	Readings Transparencies of diagrams of trusts and holding company texts & dictionaries

EVALUATION PROCEDURE: Hold an Industrial Fair similar to the Guild Fairs of the Middle Ages. Have students set up various forms of businesses. Include in their demonstration (1) a copy of their charter--a description of their business (2) an advertisement for their product or service. (3) evidence that they have taken into consideration all the factors of production. The success of the venture is the evaluation.

STRATEGY NUMBER 5

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Soc. Studies--Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to identify the major businesses in the community or county, determine their resources, goods, services and locations.	Knowledge of community resources, goods, and services are necessary to understand the nature of his community.	Small Groups 1) Using phone book, newspaper and any resource that shows area businesses, draw a map of the community and place on it: a) major towns b) shopping areas c) housing developments d) major industries, use symbols and scales for map making e) after initial maps have been drawn, redrawn and corrected f) transfer information found in A-E to a large map done with cooperation of art teacher. See objective	Maps of county Science teachers expertise in map making Pamphlets on township Art teachers N.D.E.A. Title 5A Occupation Inform.

EVALUATION PROCEDURE: 1) Peer group analysis and evaluation of individual maps--discuss reasons for growth and location of various towns and industries. (2) Discussion with the science teacher on the technical aspects of map making. (3) Discussion with art teacher on the problems of transferring information to larger map. (4) completion of self-awareness checklist and discussion with teacher.

STRATEGY NO. 5 Self-Awareness Checklist

NOTE: Have numbers from 1 to 5 after each question with "1" indicating least interest or ability to "5" indicating most interest or ability--Have students circle number appropriate to their own evaluation of themselves

	Least to Most
1. Are you a precise person?	1 2 3 4 5
2. Do you like to be held accountable?	1 2 3 4 5
3. Do you like to make decisions?	1 2 3 4 5
4. Do you like to do paper and pencil work?	1 2 3 4 5
5. Do you have competent math skills?	1 2 3 4 5
6. Are you organized?	1 2 3 4 5
7. Are you artistically inclined?	1 2 3 4 5
8. Do you have patience to work with people?	1 2 3 4 5
9. Can you analyze situations?	1 2 3 4 5
10. Can you locate information quickly?	1 2 3 4 5
11. Can you anticipate problems?	1 2 3 4 5
12. Do you get along well with others?	1 2 3 4 5

13. Are you good at leading others or do you work better when duties are carefully laid out for you?

14. Do you enjoy addressing a group or does being in the spotlight make you uneasy?

15. Do you become deeply hurt when someone criticizes your efforts?

16. Can you take advice? Are you always giving it?

17. Have you often been accused of being selfish or egotistical?

18. Can you work under pressure without it affecting your work?

19. Are you prejudice against any group? Would it be difficult for you to work with or for this group?

STRATEGY NUMBER 6

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Soc. Studies--Middle School

Major Aim What is the impact of the Industrial revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to analyze the distribution of the population in the community and/or county in relation to natural resources and job opportunities.	Population rates and clusterings are indications of present and future growth of a particular geographic area.	1) Find out the population and its rate of growth in each major town by consulting proper officials at each of the town halls of the counties. 2) Small groups: Draw a population map of the area using scale and symbols (consultation with science teacher) 3) Directed Discussion: Relate population figures to findings in objective No. 5. 4) Compare population growth by using graphs (made by students) of each major town with previous time periods: 1897, 1927, 1957, 1973. (Use math teacher as a consultant or as principle instructor)	Math teacher Science teacher Town Hall records of population

EVALUATION PROCEDURE: Group Discussion: 1) Relate population figures to objective #5.

(2) Relate population growth to rise of industry (3) Evaluation of mathematical problems by math teacher

(4) Evaluation of maps by Science teacher.

STRATEGY NUMBER 7

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Soc. Studies-Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to compare and contrast occupations available in the U. S. with occupations available in the community.	Certain occupations are geographically determined.	1) Brainstorm using Atlas and Almanac and various geography texts, the geographic distribution of occupations in U. S. 2) Using this (No. 1) and the list in English Obj. 2 and the map produced in Art, determine what national occupations are found in Rockland County. (The help wanted column is also helpful here) List these occupations in a career catalog. Include requirements, salary hours of each occupation. 3) Individually-(Alternate activity) Attend at least 3 career conferences or visit an office or factory and write impressions in a diary or log. Discuss impressions with English teacher. 4) Complete the following legal forms either individually or in small groups (a) working papers for 14 year olds; (b) social security forms. The teacher should have these forms prior to class and explain them appropriately. 5) Participate in an interview experience--individually or in small groups. NOTE: (A) The Social Studies teacher should prepare the student to be able to take part in an interview experience by leading the student through him in a one to one encounter. The questions for the interview are supplied by English classes. (continued)	Atlas, Almanac, Encyclopedia of Careers and Vocational Guidance Handbook of Occupa English teacher Guidance Counselor fo Working Papers Social Security, Court House, New Cit Local post office

EVALUATION PROCEDURE: By the very fact of gathering information, cataloging it and participating in the job application process, the students are evaluating themselves. The teacher along with the English teacher should be checking the catalogs and logs. The Social Studies teacher should be evaluating the student in terms of his group skills during the exercises leading to the interview.

STRATEGY NUMBER 7 Continued

NAME OF UNIT Economic Awareness--Industrialization GRADE/SUBJECT 8th Soc. Studies--Middle School

Major Aim What is the impact of the Industrial Revolution in the United States on today's society.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
		(B) The scope of this activity is enhanced when (a) a letter is written in English to be used for (b) applying for a job (or permission to visit an office or factory) (c) which was visually (or can be visually) depicted in a mural in art showing students' career interests leads to the interview experience. (C) If a video tape machine is available, have the art teacher work with you on objective 5 in Art.	

EVALUATION PROCEDURE

Economic Awareness 8th Soc. Studies--Middle School

Note to Social Studies and English Teachers--suggested questions for the Career Catalog

1. What is the occupation?
2. What is the nature of the work?
3. What is the number and distribution of workers?
4. What qualifications and preparations are needed?
5. What are the methods for entering the job?
6. What are career advancement possibilities?
7. What is the employment outlook?
8. What will be the earnings?
9. What are the working conditions?
10. What are the social factors I would enjoy?
11. What equipment will I be required to purchase?
12. Where can I get additional information?

Form AT-17

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors

All signatures must be handwritten in ink, and applicant must appear in person before the certificating official.

PART I — Parental Consent — (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, ... Age ....., ...
[Social Security Number]

Home address ....., apply for a certificate as checked below:
[Number and Street] [Place]

☐ Nonfactory Employment Certificate — Valid for lawful employment of a minor 14 or 15 years of age when school is not in session and during vacation periods.

☐ Student General Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age when school is not in session and during vacation periods.

☐ Full-Time Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required medical examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II — Evidence of Age — (To be completed by issuing official only)

..... — Check evidence of age accepted — Document # (if any) .....
[Date of Birth]

Birth Certificate Schooling Record Other.....
[Specify]

PART III — Certificate of Physical Fitness

Applicant shall present a Certificate of Physical Fitness from a school or private physician. Said examination must have been given within 6 months prior to issuance of the employment certificate.
If the Certificate of Physical Fitness is limited, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months), and enter the limitation on the employment certificate.

PART IV — Pledge of Employment — (To be completed by prospective employer)

Part IV must be completed only for (a) a minor with a medical limitation and (b) for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age who is not employed to attend school, according to Section 3205 of the Education Law.

The undersigned will employ ..... residing at .....

as ..... at .....
[Description of Applicant's Work] [Job Location]

for ..... days per week ..... hours per day, beginning ..... a.m. ..... p.m.

..... Factory ending ..... a.m. ..... p.m.
[Name of Firm]

Nonfactory .....
[Address of Firm]

..... Starting date .....
[Telephone Number] [Signature of Employer]

PART V — Schooling Record — (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which requires a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of ....
[Name of School] [Address]

show that ..... whose date of birth is .....
[Name of Applicant]

is in grade ....
[Signature of Principal or Designee]

PART VI — Employment Certification — (To be completed by issuing official only)

Certificate Number ..... Date issued .....

....
[School or Issuing Center] [Address] [Signature of Issuing Official]

20718

92

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interests and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1A) The student will explore and define his own interests and abilities in relation to the realization of his career goals.	Self-realization is the chief factor in defining career goals.	DO ONE OF THE FOLLOWING: Create a coat-of-arms that reflects your personality (likes, hobbies, values etc.) See Art teacher Create a collage of pictures and/or words that reflect "you"! See English Objective	Old Magazines

EVALUATION PROCEDURE: This evaluation procedure can be used for objectives 1a, 1b, 1c. On one side of a sheet of paper, have the student list his self-perceived abilities and aptitude on half the page. On the other side, identify source of these abilities and aptitudes (e.g. music appreciation--from my father)

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interests and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1b) The student will be able to identify the source of his interest and abilities.	Self-realization is the chief factor in defining career goals.	Compose a time line of the major and minor events of your life to date, and your future as you think (or hope) it will unfold. (Cartoons, original drawings, interpretive paragraphs, and pictures should be included) Display the time lines and compare the stages of change. Note the similarities and differences on the timing of standard events. (marriage, first full time job, retirement, car, etc.) DISCUSSION ACTIVITIES: & PROJECTS Happiness is. . . a warm puppy, a handful of jelly beans but no black ones, according to cartoonist Charles Schulz. Using his technique, you create a mini-book defining what school is . . . (put one entry and illustration to a page)	Butcher paper for time line

EVALUATION PROCEDURE: Student explanation and presentation of activities and teacher discussion with student to ascertain whether or not student has partial knowledge of his assets.

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interests and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
1c) The student will be able to see the affect the Industrial Revolution had (has) on what he is today.	Self-realization is the chief factor in defining career goals.	Explore one of these topics through group discussion techniques. Have your recorder submit a summary. I Job Titles Can Be Misleading II In What Ways are Jobs Like People III The Main Purpose of Work is . . . What are some of the changing forces that have affected life in the United States since 1900. What affect have these changes had on: A) Our system of values B) Our Criteria for Success C) The World of Work D) Our View of Competition E) The Evolving Family Unit	

EVALUATION PROCEDURE: Group discussion. Teacher can have students evaluate discussions by using criteria for discussions found in most English books.

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interests and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
		After the student completes strategies 1a, 1b, 1c, where he tries to perceive his own interest levels and abilities, the Guidance Counselor comes in to be a resource person. This will further concretize for the student his/her interests and abilities. The activities of the Guidance Unit will do this.	

EVALUATION PROCEDURE:

STRATEGY NUMBER 2

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interests and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
2a) The student will classify jobs within a job family recognizing that every job family has a different common denominator	It is necessary to arrange a set of items into general categories.	2a) Brainstorming activity. What jobs can you think of that you could realistically handle for this summer (at age 14) 2b) Categorize the jobs as: indoor/outdoor; seasonal/year round; to earn money/to gain experience; jobs dealing with people/ideas/or things; teamwork/individual 2c) Using jobs from (A) and (B) put them into job families or clusters. 2d) List the careers these job experiences may lead to. 2e) On a sheet of oaktag, construct a branching tree diagram of jobs you might encounter (directly or indirectly), using jobs found in activity (A). 2f) Using the local directory, find solutions for each of these problems. a) a flooded basement b) a broken TV set c) purchasing tires d) finding an optometrist e) take out house insurance (List the name and address of the example)	Oaktag

EVALUATION PROCEDURE: Peer group discussion and critique is the evaluation.

STRATEGY NUMBER 2

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interest and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
2b) The student will be able to recognize that many jobs are interrelated and require cooperation.	Cooperation is necessary within particular job families.	Set out a box filled with occupational tags (nurse, carpenter, photo-journalist, geologist, musician, etc) a) Pick a tag. Read about your selection, research it, and then prepare a written or oral report. b) Choose a tag and tell what qualities and training are needed. c) Choose tag, and act out the profession in charade fashion. d) Choose a tag and tell what qualities and training are needed.	

EVALUATION PROCEDURE: Given a specific situation with a specific job family , role play how the individuals would (should) cooperate. NOTE: problem could be one of the tags in the activity.

STRATEGY NUMBER 3

NAME OF UNIT Economic Awareness--English GRADE/SUBJECT 8th Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interest and abilities.

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will produce a resume which reflects his interests and states his abilities to his best possible advantage	A resume is a special communication used by people looking for a job.	1) Student discussion of teacher prepared resume (see attached) 2) Using someone else's resume, critique it in open discussion (e.g. fathers' teachers') 3) Write a resume as you project you'd like to be in 8 to 10 years. 4) Write a resume for the summer job the student is applying for. 5) Discuss moral implications (values) on lying on resume.	Blank resumes

EVALUATION PROCEDURE: Panel of students acting as employer, evaluate potential of resumes to obtain jobs. Teacher evaluation - for form, punctuation, spelling, etc.

Examine the sample resume

1) PERSONAL: John Jones
105 Main Street
Piermont, New York, 10961

Date of Birth_____
Height_____
Weight_____
Physical Condition_____

2) GOAL: Summer job as Counselor or Counselor's Aide.

3) EDUCATION: Completed Grade 7
South Orangetown Junior High School
Blauvelt, New York

4) EXPERIENCE: Attended Camp Indian each summer, 1969-1972
Taught guitar to groups of children in Piermont
1971-present

5) REFERENCES: Mr. David Ferry
Guidance Department
South Orangetown Junior High School
Blauvelt, New York 10962

Mr. Robert Zimmer
Nyack School of Music
241 Main Street
Nyack, New York 10958

STRATEGY NUMBER 4

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th English Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interest and abilities

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will produce an error-free draft of a letter requesting an application form.	A business letter is an important instrument of communication.	1) See text for business letter forms. Teacher discusses format 2) Compose a letter requesting an application form or an interview date. 3) Using local directory, find a "prospective employer" and address the envelope properly. 4) If you're seriously interested in applying for this summer job, submit the letter and envelope for a thorough check and mail 5) Using Classified Ads in newspaper, choose an Ad and write a letter to that application.	N.D.E.A. Title 5A Occupational Inf. Available from Dr. L. W. Aronstein, BOCES Telephone Book English Text

EVALUATION PROCEDURE: Same evaluation at No. 3 Page 23

STRATEGY NUMBER 5

NAME OF UNIT Economic Awareness

GRADE/SUBJECT 8th English Middle School

Major Aim To study local occupations utilizing reference skills, classification skills, principles of group discussion, making a community survey and writing letters in relationship to his own interest and abilities

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will successfully plan and conduct a mock interview with a fellow classmate	To be able to communicate verbally is necessary in the business world.	1) Considering your talents and interests, select one career possibility and prepare a set of questions that might come up during the interview. 2) Participate in an interview in Social Studies class, either as interviewer or applicant. 3) Interview one adult about his job. Be sure to cover the following points:--What does his job consist of? How did he happen to choose it? What preparation or training did he need? What does he like about it? What does he dislike about it? -- Bring the results to class to share with your classmates. 4) Discussion activity--What careers are featured on TV programs? How accurate are these descriptions? Do they give a true picture of the skills, abilities necessary for the job? 5) Ask Personnel Director to come in to explain what things he/she looks for in interviews. Have Personnel Director listen to tapes (audio and video) NOTE: The interview can be video-taped or audio-taped in conjunction with Social Studies and Art in order to open up new career clusters in video- taping and television. See Art Objective	Encyclopedia of Caree and Vocational Guida Occupational Handbook Career Education activities through World of Work Resourc

EVALUATION PROCEDURE: Peer evaluation using attached check list.

Check List for Evaluating Interview

"1" indicates least effectiveness; "5" indicates Most effectiveness

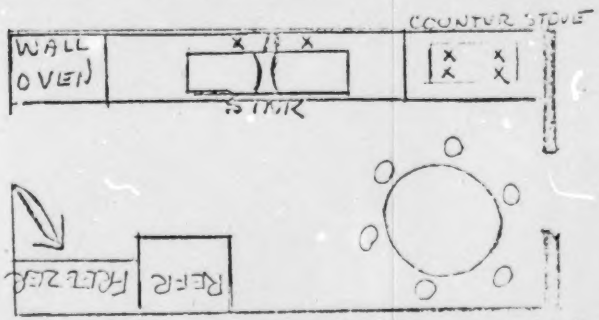
QUALITIES OF INTERVIEWER	Circle One
Fairness--Objectivity	1 2 3 4 5
Informative	1 2 3 4 5
Verbal Communication-(clarity)	1 2 3 4 5
Evidence of knowledge of applicants qualifications	1 2 3 4 5
Personable	1 2 3 4 5

QUALITIES OF INTERVIEWEE	
Neatness	1 2 3 4 5
Verbal communication	1 2 3 4 5
Personal, Polite	1 2 3 4 5
Salesmanship	1 2 3 4 5
Knowledge of job specifications and the company	1 2 3 4 5

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Science Middle School

Major Aim To participate in the learning of Map Science and the exploration of indoor and outdoor jobs related to map field

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child will be able to interpret any given symbol on a map	It is necessary to be able to identify symbols because it is a basic part of maps	1) Either the teacher demonstrates different symbols and their use on maps or has as a resource, a person who uses them (i.e., pilot, navigator, draftsman, surveyor, engineer, weatherman, landscape architect, etc) Demonstration should include a presentation of the following:--railroad crossings, schools, major highways, major waterways, churches, towns, etc. 2) Have available to the students commercial maps and have students discuss varying symbols on the different maps. 3) Have the children (either individually or in groups) make maps using symbols they have learned. For Example: Have them make a map of their kitchens where they use their own symbols for the different appliances in the room (using a key) 	Chalkboard, overhead paper Commercial maps Contact Ramapo Airpo for pilot, navigator WRKL RADIO STATION for weatherman Town or County Surveyor Rockland County Agricultural Extension (Jack Focht)

EVALUATION PROCEDURE: Children are given a map of an imaginary place and they have to identify certain symbols they have become familiar with (railroads, churches, schools, major highways, towns, hospitals, forests, rivers, etc.) The symbols are on the page and the children have to place names of symbols on the appropriate places. More advanced children could actually draw symbols.

STRATEGY NUMBER 2

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Science Middle School

Major Aim To participate in the learning of Map Science and the exploration of indoor and outdoor jobs related to map field

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child will be able to use a scale found on a map and draw a map to scale	It is necessary to be able to use a scale on a map because it is a basic part of maps.	1) Either teacher or children demonstrate the use of scales in relationship to maps. (Review measurement using rulers.) 2) Using commercial maps have students compute various distances between major cities. (Point out difference between air mileage--measured with straight edge and road mileage--follow road contours. 3) Using Rockland County maps, (road mileage), compute distance between towns; find "best" routes between towns or points of interest. 4) Draw class room or school to scale 5) Build, using sugar cubes, pretzels sticks, popsicks, toothpicks, some object to scale. (i.e., using pretzels, build a log cabin to scale) 6) Do activities in Social Studies Unit from Strategy 5	Chalkboard rulers commercial maps string (road mileage) paper tape measures

EVALUATION PROCEDURE: Have a "Bike Rally" where children set up a course (such as school grounds) involving obstacles, etc., designated by symbols. Each participant receives a map drawn to scale which was made by a group of children. (Each homeroom makes a rally map for another homeroom). The teams who come in with the best time would win.

STRATEGY NUMBER 3

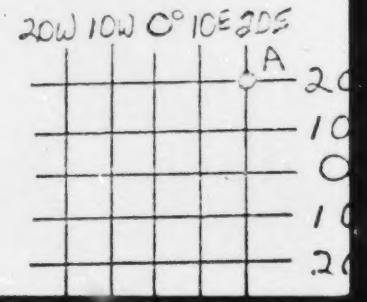
NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Science Middle School

Major Aim To participate in the learning of Map Science and the exploration of indoor and outdoor jobs related to map field

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to locate a given point on any map using longitude and latitude.	Map readers need a system for locating places	1) Present students with seating plan in which they are situated in rows and columns. Ask questions such as: a) Who is sitting in Row 2, Col. 2; (b) Row 4, col. 3; (c) Row 2, Col. 3; (d) Row 3, Col. 2, etc. (See page 31) 2) Introduce or review words--longitude and latitude 3) Given 5 cities, have children give latitude and longitude. 4) Given 5 points of latitude and longitude, have children name cities. 5) Have them find latitude and longitude of the places they were born (or famous people, etc.)	1) Maps 2) Globes 3) Chalkboard or 4) Overhead

106

EVALUATION PROCEDURE: Give class either a teacher made grid with latitude and longitude points or a child-made grid. Children have to either tell what latitude and longitude points are or label that point on the grid.



Point "A" is ? Put a ("B") at 10°S and 10°W

SEATING FLOOR PLAN ACTIVITY NO. 1

	Column 1	Column 2	Column 3	Column 4
Row 4	JOHN	ESTHER	EILEEN	STEVE
Row 3	JOE	JACK	BOBBIE	MAX
Row 2	SALLY	HARRY	JOANNE	SHELLY
Row 1	SUZY	SAM	RUTH	AMY

STRATEGY NUMBER 4

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Science Middle School

Major Aim To participate in the learning of Map Science and the exploration of indoor and outdoor jobs related to map field

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to define and demonstrate (1) the need (2) the use of topographic maps.	Topographic maps represent land forms and it is necessary to be able to identify land forms on a map (mountains, valleys, plateaus, pastures, plains, deserts, coasts, continental shelf, etc.)	1) Teacher or group of students demonstrate topographical map making procedures on blackboard or overhead projector. (video tape demonstration) Demonstration could be in form of paper mache model or box of dirt shaped in various land forms. 2) Hold a class discussion on following topics (A) Changing lands and the effect on their daily life (B) What problems map makers have (C) Brainstorm various jobs related to map making (D) What experiences they have had or they have read about in relation to topography, e.g., earthquakes, erosion--1) California or Long Island earth movement problem (2) formation of Catskills	Film: "Mapping Adventure" TV 604 Dept. of Army, 1971, Free Films Educators Progress Service Inc. Blackboard & overhead Dirt, box Water Paper Mache Paint Occupational Outlook Handbook Dictionary of Occupational Titles

EVALUATION PROCEDURE: Peer group discussion about demonstration

Using clay or crayons, etc., produce a topographic map of a state or country.

STRATEGY NUMBER 5

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Science Middle School

Major Aim To participate in the learning of Map Science and the exploration of indoor and outdoor jobs related to map field

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to identify the type of jobs associated with map field in order to relate skill learned to real life situations.	Self-awareness and career awareness themes mandate that the student relate skills learned to present life and future opportunities.	1) Brainstorm with students various jobs related to map making. 2) Discuss use of maps in students and adults daily lives. 3) Role play a map related job (i.e., research a particular job in Occupational Handbook and develop a skit or play about it) 4) See English and Social Studies unit for interviews. 5) If there is a "Career Day" have children visit various places where maps are either made or used (i.e. weather station, county surveyor's office) have group discussions on what questions they should ask and what things to look for before you go to various places. Afterwards, either have individual conferences with those who went; have group discussions on how they felt about what they saw; or other means of reporting. 6) Include in any discussion of a map related job the following areas: salary, personality qualifications, educational qualifications, future opportunities.	Occupational Outlook Handbook Dictionary of Occupational Titles

EVALUATION PROCEDURE: Peer group discussion and evaluation of brainstorming and role play (for Role play devise or have children devise a checklist on criteria they should look for as they watch, i.e., realism, validity, etc.)

STRATEGY NUMBER _____

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Science Middle School

Major Aim This list of questions is to be used either after each strategy or as a summary at end of unit to emphasize the basic tenets of Career Education

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The child will be able to discuss his attitudes toward himself and the career of map making and related fields.	It is necessary for the child to evaluate his attitudes toward world of work.	1) What tools did you have to have to make this map? 2) What problems (like manipulation of implements) did you have? 3) If you worked in a group, were there any special kinds of problems that you came across? 4) Would you have done better alone? 5) What shortcuts did you find to make things easier? 6) Which activities did you enjoy the most and why (building, drawing, discussing)? 7) Has your interest in this field been stimulated enough to go further on in researching the related job?	110

EVALUATION PROCEDURE: _____

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Math Middle School

Major Aim To have students develop an economic awareness in industrialization

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to identify the economic effects of the Industrial Revolution on American Way of Life (1870-1930 Approx)	The Industrial Revolution caused a monetary change in the style of living	1) Have each child or group of children select a "typical" family from one of the 4 time periods: 1897, 1927; 1957; 1973 Determine a vocation for each wage earner by selecting a tag from English Objective #2 a) cite wages and note income of family b) make a budget of expenditures of family--use circle graphs or bar graphs c) learn to write and keep checks in order to pay for expenditures; learn how to use reconciliation sheets; one way is inviting a banker, a bank teller, a loan specialist, a business teacher to explain and show how to do it correctly. d) Make a comparison of incomes using bar graphs. e) plan a selection of holiday gifts for the family and look up the costs in old Sears Catalogs. f) Give class bank interest rates on savings from the 4 periods and make up a list of problems determining simple interest accrued on fixed amounts. Use base, ratio,, percentage as missing terms. g) Research reference and make up a four column advertisement of want ads for jobs with hourly wages, ex.1897; 1927; 1957; 1973. Compute weekly and yearly income. Use Historical Statistics of U. S., ask Librarian for assistance.	Historical Statistics of U. S. Colonial Times to 1957 Dept of Commerce Sears Roebuck Cat. 1897-1927 Chelsea House Publ

EVALUATION PROCEDURE: 1) "(e)" can be used as an evaluation

2) The individual groups should have information from the 4 different time periods and should be able to compare the information they have, at this time, in open discussions.

NAME OF UNIT Economic Awareness STRATEGY NUMBER 2 GRADE/SUBJECT 8th Math Middle School

Major Aim To have students develop an economic awareness in industrialization

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should be able to: Acquire the degree of mathematical literacy necessary for the (A) definition and interpretation of weekly salary	There is a difference between gross and net pay.	Referring to English objective 3 and 4 and Social Studies objective 7: 1) The fourteen year old boy needs a job or wants to work for spending money. By interviewing parents, grandparents and elderly friends, write a brief resume of the possibilities available to one that age in his community the amount of wages, the benefits of the job, required skills, possibilities for advancement and the cost to take the job. Ask your most elderly acquaintance if they can recall what was available to their parents or grandparents at that age, 14. Were there equivalent opportunities for girls? Same questions 18 year olds. 2) Teacher explanation of paycheck and statement of earning stub (which shows gross, net pay, social security deductions, Federal & State withholding tax, i.e., identify category on paycheck. 3) Teacher or IRS representative explains Social Security payments and benefits and briefly explains tax forms. 4) Complete suggested problems: a) If you earn "x" number of dollars determine net pay after taxes by computing tax percentage. b) How much social security benefits are awarded after 10 years based on "x" number of dollars income. 5) Teacher demonstration on unit pricing weights	Interviewed People

EVALUATION PROCEDURE: On a simulated paycheck stub:

1) identify symbols
2) compute net pay
3) identify deductions

STRATEGY NUMBER 3

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Math Middle School

Major Aim To have students develop an economic awareness in industrialization

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student should develop and maintain skills of percent, operations using percent and percent relationships.	Application of percent skills to business problems is necessary to conduct business	Working with Art teacher: 1) Role play a general store manager 1897; 1927;1957; 1973 and make up four advertisements (circulars) promoting the same merchandise; "Spring Specials," Sports Equipment; Clothing Sale; etc., and make a comparison of items using the earliest date as the base. Consider a sale with appropriate prices and discounts. Reference: Sears Catalogs. 2) Draw posters, circulars, advertisements for merchandise. 3) With the English teacher develop the advertisement section of a Sunday or daily paper. 4) Checking batting averages of sports stars from the four different periods; make up a table of games played and won by early teams from the different errors-compute winning percentage and make into bar graphs.	113

EVALUATION PROCEDURE: Teacher evaluation of all activities.

Peer discussion of promotion of merchandise and newspaper.

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Art Middle School

Major Aim The student will develop self-awareness, self-expression and self-actualization through hands on experiences creating bulletin boards, collages, and murals of our work oriented society

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will explore and define his own interests and abilities in order to produce a collage.	The student will recognize the relationship of his interests, aptitudes and achievements to the realization of his career goals.	1) In conjunction with English teacher create a "Coat of Arms" that reflects your personality (either hobbies, values, etc.) 2) Student should collect pictures that represent jobs in community or jobs that interest him and make a collage.	Magazines Local Newspapers Business & Industry Journal News County Telephone Dir. Butcher Paper scissors paste

EVALUATION PROCEDURE: Exhibit collages around room, have class discussion on what job or career each poster represents.

STRATEGY NUMBER 2

NAME OF UNIT Economic Awareness

GRADE/SUBJECT 8th Art Middle School

Major Aim The student will develop self-awareness, self-expression and self-actualization through hands on experiences creating bulletin boards, collages, and murals of our work oriented society

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to create a drawing with elements of good design and composition.	Perception of details in objects and observation of visual comparison of slight differences in shapes and shading is necessary to be a artist.	1) Criteria for design and composition should be discussed, e.g., balance and color 2) Children create their own drawings which are discussed by teacher and class.	Paper Pencils Crayons Rulers Stimuli for design

EVALUATION PROCEDURE: Teacher evaluates designs and discusses problems with students.

115

STRATEGY NUMBER 3

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Art Middle School

Major Aim The student will develop self-awareness, self-expression and self-actualization through hands on experiences creating bulletin boards, collages, and murals of our work oriented society

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to create a drawing using basic principles of perspective.	The recognition of the position of forms in space and the representation of them in 2 or more dimensions is necessary	1) Observe works, such as Dali's "Crucifixion" and discuss elements of perspective. 2) Children create own designs using perspective	Paper Pencils Rulers Paint) Crayons)--Optional Ink)

EVALUATION PROCEDURE: Teacher evaluation and discussion of problems with children

NAME OF UNIT Economic Awareness STRATEGY NUMBER 4 GRADE/SUBJECT 8th Art Middle School

Major Aim The student will develop self-awareness, self-expression and self-actualization through hands on experiences creating bulletin boards, collages, and murals of our work oriented society

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The students will be able to create a mural depicting various career people performing their tasks	Visual representation is an important means to communication	1) Submit working drawing of job or career that child wants to represent and/or discuss pictures previously collected. (It is also possible to use the pictures collected in a large collage rather than a mural) 2) After mural is carefully planned and drawn, it should be completed in any medium desires. (Color theory could be reviewed)	

EVALUATION PROCEDURE: Final product is reviewed and discussed.

117

STRATEGY NUMBER 5

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Art Middle School

Major Aim The student will develop self-awareness, self-expression and self-actualization through hands on experiences creating bulletin boards, collages, and murals of our work oriented society

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to utilize film equipment in making a film by which he can test his interests area in film making, evaluate his preferences and place himself in a role.	A realization of the amount of time, talent, money and precision needed to make a successful film.	1) Have a visual-aids person instruct the class in the proper use of the equipment: film projector, tape recorder, video-tape, etc. 2) In conjunction with the English and Social Studies departments, the students will film their simulated interviews with each other. English students could also supply the necessary narration in the filming of these interviews and linking material for career representatives. 3) Visit NBC studio to observe how films are made.	118

EVALUATION PROCEDURE: Observe finished product--have open-ended critique

CULMINATING ACTIVITY FOR THE ENTIRE UNIT

A common experience in art, such as, an Employees Art Show could provide a vehicle whereby all the employees, teachers and students can be brought together in a given school. The students would be made more aware of the various jobs in a school and of other contributions that these people make and the talent they have.

STRATEGY NUMBER 1

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Guidance Middle School

Major Aim To apply knowledge of own current abilities, interests, achievements and limitations to plan for future career development

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be aware of his own aptitude and achievement as compared with various reference groups.	Individuals differ in their abilities, interests and amount of knowledge.	1) Interpretation of standardized tests results including: (a) Reading: 3 year comparison on Gates MacGinitie Rdg. Test (b) Math, Sci., Soc. Studies: a year comparison on STEP Achievement Test (C)Aptitudes Results of Differential Aptitudes Tests (DATS) during a Career Conference	Career Conference Record Sheet DAT Computater Permanent Record Card (as forerunner of Perscan Card)

EVALUATION PROCEDURE: Individual conference with student when Guidance Counselor makes sure the student is made aware of his aptitudes and achievements.

120

STRATEGY NUMBER 2

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Guidance MiddleSchool

Major Aim To apply knowledge of own current abilities, interests, achievements and limitations to plan for future career development

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able to identify his/her own current interests and values in terms of his future role in society.	Current preference in school subjects and out of school activities may lead to career choices.	Career Conference 1) Review report card 2) Fill out Career Conference sheet in English class; discuss it with counselor. 3) Complete one of the various interest tests currently published previously and discuss at this point.	Career Conference Sheet Any interest test, Kuder, Ovis, SRA, Study of Values of Houghton, Mifflin, Minn. Vocational Interest Inventory

EVALUATION PROCEDURE: Individual Conferences with student and counselor where the student is made aware of his test results and discusses his interests and preferences.

121

STRATEGY NUMBER 3

NAME OF UNIT Economic Awareness GRADE/SUBJECT 8th Guidance Middle School

Major Aim To apply knowledge of own current abilities, interests, achievements and limitations to plan for future career development

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
The student will be able (a) to relate own personal characteristics to various career clusters (b) consider and discuss plans for a career with an adult.	Personal characteristics should be considered in planning career goals and discussed with an adult.	1) The counselor should approach this part of the career conference in a manner similar to the suggested below: "This conference is solely about you!" In thinking about yourself, and what you would like to do with your life, have you thought of a future job or career? Would you like to work with people, ideas or things? In what order would you like to work: indoors or outdoors? Would you like to go to BOCES? Further education--college? 2) Play career game in a small group.	Career Conference Sheet Dictionary of Occupations Encyclopedia of Careers Career Games by Munson, See: BOCES, Dr. L. W. Aronstein

122

EVALUATION PROCEDURE: Career Conference--discussion between counselor and student

SUGGESTED INDIVIDUAL CAREER CONFERENCE

1. Counselor meets in English prior to the DAT and Interest test dates. Explains purpose of tests. States that results and other information will be exchanged in an individual Career Conference.

2. Counselor administers tests with the help of Home Room teachers in large group setting (Cafeteria).

3. When it is time for the Career Conference, counselor visits the English classes to review the purpose of the conference and to issue appointments.

4. Each student engages in an individual conference by appointment.

5. Following the conferences, the counselor urges the students to talk with their teachers, parents, older brothers and sisters, other relatives and friends.

6. Some students may be asked to bring to the counselor samples of work of high interest such as sketches, designs, cartoons, written reports in areas of interest, original objects or crafts. The item or a description of it is added to the Career Conference Sheet.

7. Job description materials are given to students who are interested.

SOUTH GRANGEVILLE MIDDLE SCHOOL
8th LEVEL C A R E E R C O N F E R E N C E

NAME _____ BIRTH DATE _____ DATE _____ 197

TEST RESULTS: Shared with student--DAT(%ile) VR ___ NA ___ VR+NA ___ A REAS ___ CL ___
M REAS ___ SPACE R ___ SPELL ___ GRAMMAR ___

GATES MacGINITIE READING (GR. EQ.)

		VOCAB.	COMP.	SP.	ACC.
GR. ___	DATE				
GR. ___	DATE				

STEP TESTS (%ILE BAND)

		MATH	SCI	S.S.
GR. ___	DATE			
GR. ___	DATE			

This conference is solely about YOU. In thinking about yourself and what you would like to do with your life have you thought of a future job or career?

What might you (like to be?
(like to do?

Would you like to work with people, ideas or things? In what order:
1
2
3

Would you like to work--
Indoors _____
Outdoors _____

List your subjects in order of preference

1	4	7
2	5	8
3	6	9

Name the 2 adults in school who know you best: (who understand you the most)

When you are not in school what do you like to do best:

BOCES: Wants to visit Wants to attend Is a likely candidate

Further Education: Post H.S.---Yes No Maybe College---Yes No Maybe

Future Job or Career Choice: Realistic Unrealistic Undecided

Comments:

Elinor H. Peterson
Counselor

RESOURCES FOR INTERDISCIPLINARY USE
AVAILABLE FROM GUIDANCE OR THE LIBRARY

OCCUPATIONAL OUTLOOK HANDBOOK

1972-73 Edition
U. S. Department of Labor
Bureau of Labor Statistics
Bulletin 1700

DICTIONARY OF OCCUPATIONAL TITLES

1965 Vol. II Occupational Classification and Industry Index
U. S. Department of Labor
Bureau of Employment Security

9th ANNUAL COMMERCE AND INDUSTRY EDITION ROCKLAND 73

The Journal News January 23, 1973

WORK-WIDENING OCCUPATIONAL ROLES KIT

With Work Briefs and Workscope
Science Research Associates 1972
Filmstrips and Cassettes

KEYS - CAREER EDUCATION

Filmstrips and Cassettes of following Job Families

Outdoor	Artistic
Mechanical	Literary
Computational	Musical
Scientific	Social Service
Persuasive	Clerical

SRA 1972

HANDBOOK OF JOB FACTS

5th Edition Facts about 300 key jobs
SRA 1972

THE FASCINATING WORLD OF WORK: CAREER AWARENESS KIT

4 Filmstrips and cassettes

How to Explore the Fascinating World of Work
The Fascinating World of Sales
The Fascinating World of Accounting
The Fascinating World of Mechanics

National Career Consultants 1972

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE

Vol. I Planning Your Career
Vol. II Careers and Occupations

JOB FAMILY SERIES BOOKLETS

Jobs in Agriculture
Jobs in Art
Jobs in Building Construction Trades
Jobs in Clerical Work
Jobs in Education
Jobs in Publishing
Jobs in Science (revised 1970)
Jobs in Selling
Jobs in Social Work
Jobs in Unusual Occupations
Jobs in Electronic Data Processing
Jobs in Engineering
Jobs in Health
Jobs in Mathematics
Jobs in Mechanical Work
Jobs in Outdoor Work
Jobs in Performing Arts
Jobs in Professional Home Economics
Jobs in Psychology (revised 1970)

1. Job Attitude Series (Filmstrips and Tapes)
   Guidance Associates (1970)

2. Career Development Lab (Cassettes)
   Educational Progress Corp.

3. Job Experience Kit (Individual Job Packets)
   Science Research Associates

4. Games
   (a) Life Career
   Western Publishing Co.
   Academic Games Assoc.
   (b) Career Games
   E. N. Chapman
   Educational Progress Corp.
   (1970)

METHODS

(a) Teaching About Legal Concepts in Junior High School
Education Dept., Bureau of Secondary Curriculum Development

(b) Career Education Activities Through World of Work Resources
A.B.L.E. Model Program
Northern Illinois University
Dekalb, Illinois

COMMUNITY LIFE

Working in U. S. Communities Group I (filmstrip-Cassettes)
A-201 - SATC

SVE Singer Education and Training Products
Society for Visual Education Inc.
Chicago 60614

RESOURCES FOR INTERDISCIPLINARY USE (Continued)

Self-Awareness (elementary) puppets
Duso Kit - 1
American Guidance Association

FILMSTRIPS

SVE 1345 Diversey Parkway, Chicago, Illinois
"Beginnings of American Industry" (1769-1850) #378-1

"Creation of Modern Industry" (1870-1920) #378-3

FILMS

"A City is People" 1970 16mm Sound Color, Downtown Progress

"Design for a City" 1963, 16mm Sound Color, Reynolds Metals Co.

"Data for Decision" 16mm, Sound, U. S. Bureau of the Census

"Day of the Young" 16mm, Sound, Assoc.-Sterling Films

"Pursuit of Happiness" 1950, 16mm, Sound, Amalgamated Meat Cutters and Butcher Workman of N. A.

"Horizons Unlimited" 1969, 16 mm, Sound, United States Atomic Energy Comm

" How We Make a Living" 16 mm Sound, U. S. Bureau of the Census

"Safety in Highway Surveying" 1960, Federal Highway Administration

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The American Heritage, N. Y. 1970

917.3 s History of the 20's and30's
Time Life Books
This Fabulous Century 1900-1920

CAREER EDUCATION TEACHER'S GUIDE

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Rockland County Career Education Program

Dr. Laurence W. Aronstein, Coordinator

Rockland County BOCES

West Nyack, New York 10994

CAREER EDUCATION TEACHER'S GUIDE

Grades 8

Social Studies

THE RISE OF AMERICAN BUSINESS

Copyright: Board of Cooperative Educational Services
Rockland County, New York 1973, 1974

Rockland County Career Education Program
Dr. Laurence W. Aronstein, Coordinator
Rockland County BOCES
West Nyack, New York 10994

PREFACE

This teacher's Guide was developed by county teachers for teachers. The material was developed with the infusion strategy in mind. That is, traditional units were selected and the approach to the unit was refocused in order to emphasize Career Education.

It is not our intention that these Guides be a blueprint and that they be followed point for point. Rather, we feel that this material will provide a key resource from which the creative teacher might implement all kinds of unique teaching-learning situations. Each Guide is uniquely designed to emphasize how Career Education relates to some phase of the subject matter. We do this to point up that there exist many diverse approaches to infusing Career Education into the existing curriculum. This end is accomplished through the use of a consistent format, so that teacher need not reinterpret a new format for each of the Guides.

Particular mention should be made of those teachers who originally developed the premise for this Guide.

Claire E. Armstrong	Clarkstown
Leah Dalto	Nyack
John J. Lima	Ramapo
Roy J. MacDonald	Clarkstown
Lenora E. McCabe	East Ramapo
Stuart Winnick	East Ramapo
Julius R. Young	East Ramapo

Acknowledgment should also be given to those teachers who rewrote and reinterpreted those Guides into the present form presented here.

Judith Lewin	East Ramapo
Lawrence Pauline	Pearl River

THE RISE OF AMERICAN BUSINESS

Introduction

After the Civil War, the output of goods and services in the United States greatly increased. Many factors combined in the large-scale development of industry, natural resources, an abundant labor supply, labor-saving devices, surplus capital for investment, good transportation facilities, a government friendly to business, and the lack of internal barriers to trade. All contributed to the growth of giant businesses.

The United States government, for a time, allowed businesses to grow as large as they wanted to. But, citizens began to draw attention to the abuses of big business. The government decided to regulate corporate enterprises, and the railroads were the first to be curbed.

The economics of the United States today presents perplexing problems. Yet, an understanding of these problems can afford the student the opportunity to probe into those occupational roles available within our business organizations today.

STRATEGY NUMBER 1 - 4

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to compare and contrast early forms of business organizations with those that exist today. B) The student will be able to discuss why a product was made by one person from start to finish.	1) Early forms of business organizations	1) Divide your class into groups and, through small group decision making, have them determine whether they prefer the early forms of business organizations (proprietorship and partnership) to the dominant one today (corporation); and explain their conclusion to the class. 2) Each member of your class must create a proprietorship or partnership to produce a hand-made product within the pre-Industrial Revolution time frame. Partnerships may be formed by 2 or more students. Upon completion give each student an imaginary $5.00 and have them purchase products from each other to ascertain: the advantage and disadvantages of each business form; problems which arose in each; the amount of money made by each person; the amount of pride and feelings of satisfaction involved in making the product (products must be made at home).	Filmstrip 1, 6, 18, 19, 21

EVALUATION PROCEDURE: Teacher's professional opinion of quality of ideas to substantiate group decisions; student interaction and participation; student satisfaction with project; student evaluation of project.

STRATEGY NUMBER 5

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
C) The student will be able to list inventions which contributed to the growth of big business and those occupations which resulted from the invention	I) Early forms of business organizations	3) Divide your class into groups and have them consider the following questions for reports back to the whole class by a group selected reporter: a) Which do you think were the three most serious problems encountered by the people who, by themselves, made a product from start to finish? b) How do you think they solved their problems? c) How would you solve these problems using present day technology.	Filmstrip

EVALUATION PROCEDURE: Student creativity in problem solving; quality of information presented to substantiate decisions.

STRATEGY NUMBER 6

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
c) The student will be able to list inventions which contributed to the growth of big business and those occupations which resulted from the invention.	1) Early forms of business organizations	4) Have your students prepare a list of occupations which existed in pre-Industrial Revolution times and tell why each was important to the economic life of that era.	Filmstrip 9
		5) Have your students draw a picture to illustrate the concept of interchangeable parts and have them list and discuss the importanct to mass production of: labor supply, power, resources, transportation, surplus capital.	Filmstrip 15, 5, 8

EVALUATION PROCEDURE: Accuracy of student prepared list; depth of reasoning and decision making; quality of cognitive skills used; quality of discussion

135

NAME OF UNIT The Rise of American Business STRATEGY NUMBER 7 - 9 GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
D) The student will be able to list occupations which are associated with individual proprietorships and partnerships in the past and present.	1) Early forms of business organizations.	6) Divide your class into groups and have each select an invention which contributed to the rise of big business. Have each group draw a chart which includes all those occupations associated with the invention. 7) Have each of your students go into the business district of your community and, by selecting 10 enterprises, ascertain which are individual proprietorships or partnerships and the occupations associated with them. Then use large group discussion to ascertain which occupations more readily lend themselves to be proprietorships and partnerships. Have them compare these occupations with those which lend themselves to be corporations.	Filmstrip 6

EVALUATION PROCEDURE: Accuracy of chart; quality of information presented; involvement and participation of students; willingness to participate

STRATEGY NUMBER 10 - 14

NAME OF UNIT The Rise of American Business

GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to explain how a corporation is organized. B) The student will be able to explain how a corporation raises money. C) The student will be able to contrast the advantages and disadvantages of a corporation.	II) The Corporation in American business	1) Have your students do research into the advantages and disadvantages of a corporation, how a corporation is organized and how it raises money. After completion have students create a corporation by selecting a board of directors--which in turn will elect a president, vice president, secretary and treasurer. Students should create a corporate name and trademark. The corporation should then issue a total amount of stock equivalent to 5 times the number of students in the class, at the price of five cents. Students should be permitted to purchase only one to five shares of stock in the corporation at the outset. At a stockholder meeting presided over by the chairman of the board of directors, the corporation should decide on a product to product for sale (jelly apples, for example). Your students should sell the product within the school, after deciding on its price, and divide the profits by per share of stock. Students should then be permitted to buy and sell stock within the classroom. Teacher judgment should be used to determine the length of this total activity.	Field trip to New York Stock Exchange Filmstrip 22

EVALUATION PROCEDURE: Quality of research and skills employed; task organization; acceptance by students

STRATEGY NUMBER 15

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
D) The student will be able to illustrate how corporations have affected the lives of Americans.	II) The corporation in American business	2) Once the teacher has taught the class how to read and gain information from stock listings, distribute to each student an imaginary $1000 to invest in stocks. Each student should "buy" shares of stock in one or more companies listed on a stock exchange. Each student should plot a dialy graph of the rise and fall of their stocks. At the end of a given time, each student should show their graph to the class and report on profits or loss. Within the time frame, students should be permitted to sell and buy other stocks. (This activity should be continued while other activities are taking place.) 3) Once your students select the company (ies) in which to invest their $1000, have them prepare a list of occupations which exist within their company (ies).	

EVALUATION PROCEDURE: Quality, accuracy, presentation of findings.

STRATEGY NUMBER 16 - 18

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
D) The student will be able to illustrate how corporations have affected the lives of Americans.	II) The corporation in American business	4) Divide the class into groups and have each ascertain how corporations have affected the lives of Americans within one of the following fields: medicine, synthetics, communications, transportation, home appliances, beauty aids, etc. Each group should prepare a communications plan for reporting their findings to the class incorporating the use of slides, transparancies, video-tape, sound tape. Each report should include the types of occupations which exist within the selected field.	

EVALUATION PROCEDURE: Quality of group interaction; creativity involved in presenting data; depth of research

STRATEGY NUMBER 19

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
D) The student will be able to illustrate how corporations have affected the lives of Americans.	II) The corporation in American business	5) Have students prepare a panel discussion on how present day corporations can contribute to the solving of: a) the pollution problem b) the energy crises c) a problem which will exist in the year 2000	

EVALUATION PROCEDURE: Quality of questions raised and asked; preparedness of the panel; creativity of futuristic problems

STRATEGY NUMBER 20

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to name the various forms of business monopolies which existed in the U. S. in the 1800's.	III) Forms of business monopolies.	1) Have each student prepare a chart illustrating the monopolistic practices of one of the following: pools, trusts, interlocking directorates, cartels. 2) Have students do research to gain an understanding of such legal monopolies as: a) patents b) copyrights c) trade names d) trademarks e) public utilities Students should report to the class on why legal monopolies are necessary and which occupations are associated with them.	

EVALUATION PROCEDURE: Research illustrated in the chart; presentation of the report; accuracy; understanding of concept

STRATEGY NUMBER 21

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to name the various forms of business monopolies which existed in the U. S. in the 1800's	III) Forms of business monopolies	3) Divide your class into groups and have each prepare a collage of labels of products, the trade name of which is assumed by the general public to be the product--such as: Vaseline, Band-Aids, Brillo, Popsicle, Levi's, Frigidaire, etc. Have each group decide on how a company can dominate a field through their brand name.	Filmstrip 14

EVALUATION PROCEDURE: Number of products discovered; conclusions illustrated by creative thought; artistic value of collage.

NAME OF UNIT The Rise of American Business STRATEGY NUMBER 22

GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
B) The student will be able to differentiate between legal and illegal monopolies which exist today. C) The student will be able to discuss how monopolies were created, in the 1800's, within the oil, steel and meat packing industries.	III) Forms of business monopolies.	4) Have your students devise a strategy whereby they can control price and supply within the oil, steel or meat packing industries in the 1800's. Compare their findings with the strategies used by Rockefeller Carnegie and Armour to create monopolies.	Filmstrip 2, 3, 4

EVALUATION PROCEDURE: Quality of comparisons, research, creativity of strategies developed

NAME OF UNIT The Rise of American Business STRATEGY NUMBER 23

GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to relate how a monoply, in the 1800's, could dominate American life. B) The student will be able to discuss why the U.S. government decided to regulate big business since it had carried on a laissez faire policy since the Civil War. C) The student will be able to illustrate how public opinion was directed against the abuses of big business.	IV) Government regulation of big business.	1) Have your students, in groups, trace the monopolistic development of a business organization which existed in the 1800's. Have them prepare a chart to illustrate the company holdings of the monoply. 2) In an effort to gain an understanding of the immense wealth accumulated by individuals as a result of monopolistic practices, have students research the philanthropic activities of Rockefeller, Carnegie, etc. Have your students pretend they are either Commodore, Vanderbilt or J. P. Morgan about to give away one million dollars. Have them decide as a group how to give the money away, to whom to give it, and their reasons for their choice of recipients. 3. Have students prepare reports on Nader's Raiders. Use large group discussion to ascertain: A) Why corporations dislike the activities of Ralph Nader. B) How the general public benefits from these activities. Compare the activities of Ralph Nader to those of the "muckrakers."	

EVALUATION PROCEDURE: For Activities 1 & 2: Research shown in preparing chart and clarity of presentation of research material; creativity of decisions

For Activity 3: Quality of cognitive skills employed; clarity of comparisons; quality of participation and discussion.

STRATEGY NUMBER 24-26

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
D) The student will be able to relate how the government regulated big business in the past and how it is regulated today. E) The student will be able to list how government regulations of big business affect occupational roles.	IV) Government regulation of business	1) Have your students prepare charts, graphs, etc., to illustrate government regulation of big business, including the eras of (a) laissez faire (b) controls from 1890 to the New Deal (c) The New Deal to the present. 2) Have your students interview community businessmen and determine under which government regulations they must operate. 3) Invite an elderly businessman to either be a guest speaker or interview him to ascertain how government regulations have affected the operation of his business.	

EVALUATION PROCEDURE: Quality and clarity of product; student participation; quality of student questions; enthusiasm of students.

STRATEGY NUMBER 27

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
D) The student will be able to relate how the government regulated big business in the past and how it is regulated today. E) The student will be able to list how government regulations of big business affect occupational roles.	IV) Government regulation of business	4) Have your students prepare a list of occupations which are a result of government monitoring whether or not businesses are complying with regulations. 5) Have your students do research to discover how government regulations affect male and female occupational roles.	

EVALUATION PROCEDURE: Quality of list as a reflection of research; research skills used; credibility of findings.

STRATEGY NUMBER 28-30

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to determine what effects major labor organizations have on wages and prices. b) The student will be able to relate how the government protects the worker.	V) Today's economic society	1) Have your students discuss and discover the meaning of the following statement: "The rise of organized labor was a direct result of the rise of big business." 2) Have your students prepare a plan of action to bring about changes in the conditions of women in the labor force in the late 1880's. 3) Have your students prepare a three-way conversation that might have taken place in 1880 in which a union organizer tries to persuade a worker to join a union and a company representative tries to persuade him not to. Which argument would they use? Which arguments would be used by each side today?	Filmstrip 16, 17

EVALUATION PROCEDURE: Quality of discussion; quality of factual background used to support decisions; creativity of plan; credibility of presentation.

STRATEGY NUMBER 31

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to determine what effects major labor organizations have on wages and prices. b) The student will be able to relate how the government protects the worker.	V) Today's economic society	4) Divide your class into groups and have your students select one of several large national unions (e.g., United Auto Workers, Teamsters, etc.) Each group is to write letters, interview union members, inquire through research, etc., to ascertain the benefits, including wages, which the union has obtained over the past 20 years; and the affect the rise in wages has had on increased prices. Groups should report their findings to the class as a whole. Each group should then zero in on the steel industry and prepare a list of consumer products which are affected by a rise in steel prices. Each group should prepare a chart which illustrates the cycle that higher prices cause people to demand higher wages which in turn leads to higher prices.	Filmstrip 10, 11, 12, 13

EVALUATION PROCEDURE: Group and student interaction; clarity of conclus[illegible] quality of list and chart.

STRATEGY NUMBER 32-34

NAME OF UNIT The Rise of American Business GRADE/SUBJECT Grade 8 Social Studies

Major Aim To use an understanding of the rise of American Business as a vehicle to produce career awareness

OBJECTIVE	CONCEPT	SUGGESTED ACTIVITY	RESOURCE
A) The student will be able to determine what effects major labor organizations have on wages and prices. b) The student will be able to relate how the government protects the worker.	V) Today's economic society	5) Prepare a panel discussion and encourage audience participation in questioning--"Should industry raise prices to pass on labor wage increases to the consumer?" 6) After selecting a specific occupation, your students should write a letter to the National Labor Relations Board asking how the government protects workers in that occupation. 7) Ask you class this question: "Why do people work?" The students must create something (sketch, song, poster, scrapbook) that communicates their answer.	Filmstrip 7, 20

EVALUATION PROCEDURE: Quality of thinking: creativity used in presentation: credibility of information presented; quality of facts used; willingness to participate.

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